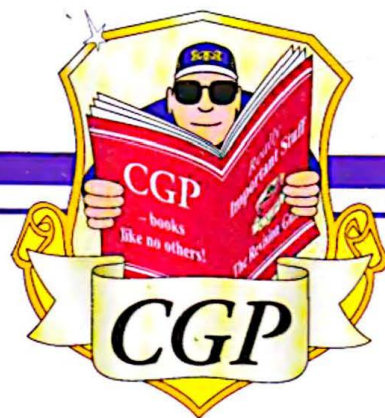


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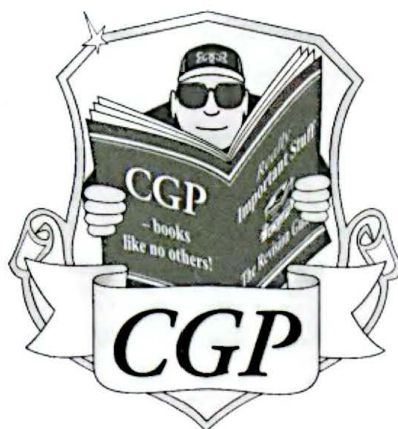


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CONTENTS

Section One — Exam Basics

Planning Answers	1
P.E.E.D.	2
Writing Well	4
Reading with Insight	6
Spelling, Punctuation and Grammar	8

Section Two — Reading: Understanding Texts

Finding Information and Ideas	10
Summarising Information and Ideas	12
Audience and Purpose	14
Informative and Entertaining Texts	16
Texts that Argue, Persuade or Advise	18
Writer's Viewpoint and Attitude	20
19th-Century Fiction	22
20th and 21st-Century Non-Fiction	24

Section Three — Reading: Language and Structure

Tone, Style and Register	26
Words and Phrases	28
Figurative Language	30
Alliteration and Onomatopoeia	32
Irony and Sarcasm	33
Rhetoric and Bias	34
Descriptive Language	36
Narrative Viewpoint	38
Structure — Sentence Forms	40
Structure — Fiction and Non-Fiction	42

Section Four — Writing: Creative and Non-Fiction

Writing with Purpose	44
Writing for an Audience	46
Creative Writing	48
Travel Writing	51
Writing Articles	52
Writing Reports and Essays	54
Writing for a Reference Book	55
Writing Reviews	56
Writing Speeches	57
Writing Letters	58

CONTENTS

Section Five — Sample Exams

Paper 1 — Questions	59
Paper 1 — Exam Text	61
Paper 1, Question 1 — Sample Answers	62
Paper 1, Question 2 — Sample Answers	63
Paper 1, Question 3 — Mark Scheme.....	64
Paper 1, Question 3 — Sample Answers	65
Paper 1, Question 4 — Mark Scheme.....	66
Paper 1, Question 4 — Sample Answers	67
Paper 1, Questions 5 and 6 — Mark Scheme	68
Paper 1, Questions 5 and 6 — Sample Answers	69
Paper 2 — Questions	70
Paper 2 — Exam Text 1	72
Paper 2 — Exam Text 2	73
Paper 2, Question 1 — Sample Answers	74
Paper 2, Question 2 — Sample Answers	75
Paper 2, Question 3 — Mark Scheme.....	76
Paper 2, Question 3 — Sample Answers	77
Paper 2, Question 4 — Sample Answers	78
Paper 2, Question 5 — Sample Answers	79
Paper 2, Question 6 — Mark Scheme.....	80
Paper 2, Question 6 — Sample Answers	81
Paper 2, Question 7a — Mark Scheme.....	82
Paper 2, Question 7a — Sample Answers.....	83
Paper 2, Question 7b — Mark Scheme.....	84
Paper 2, Question 7b — Sample Answers	85
Paper 2, Questions 8 and 9 — Mark Scheme	86
Paper 2, Questions 8 and 9 — Sample Answers	87

Section Six — Practice Exams

Paper 1 — Questions	88
Paper 1 — Exam Text	90
Paper 2 — Questions	91
Paper 2 — Exam Text 1	93
Paper 2 — Exam Text 2	94

Answers.....	95
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IMPORTANT INFORMATION

In summer 2018, Edexcel announced some small changes to exam paper 2, which come into effect from summer 2019. The key changes are:

- The length of the exam will increase to 2 hours and 5 minutes.
- Question 2 and question 5 will focus on finding information in one of the texts, rather than use of language.

The November 2018 sitting of this exam is unaffected.

More information can be found at:

www.cgpbooks.co.uk/edexcelenglishchanges

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Planning Answers

Q1 Read this exam question, then answer the questions below.

In lines 12-21, how does the writer use language and structure to show the audience's reaction to Uncle William?

- a) Underline the phrase which tells you what part of the text to write about.
- b) Which character should your answer focus on?
- c) Circle the words which tell you which features of the text to write about.

Q2 Here's an exam question and a plan for an answer. Write down **three** reasons why it's a good plan.

Your local newspaper has published an article called 'Is it important for young people to participate in sport?'
Write a letter to the newspaper giving your views.

Plan

Para 1: benefits of sport e.g. learning teamwork.
Para 2: young people are busy; may not have time.
Para 3: can get the benefits of sport in other ways.
Conclusion: Sport is good, but we don't all have to do it.



The lack of young people involved in sport was becoming problematic for the Olympic team.

- 1)
- 2)
- 3)

Q3 Write a brief plan for an answer to the question below.

Your school has announced a new scheme to teach students life skills by giving them a pet to care for. Write a letter to the school governors giving your views on the new scheme.

.....

.....

.....

.....

Don't just stare into space — get on and planet...

You don't need to plan every answer in your English Language exams, but for the longer reading questions and the writing questions it's important. Tick the self-assessment boxes below to show how well you think you've done on this page.

☐ ☐ ☐

P.E.E.D.

- Q1** Read the following exam answers. Tick the answers which use the P.E.E.D. technique (Point, Example, Explain, Develop).

a) The writer uses similes to make his description of Kidston's motor racing more vivid. For example, he describes Kidston's Bentley as being "like a cheetah". This shows how powerful and fast Kidston's car was. This phrase also connects Kidston with a cheetah, suggesting that he is exciting and exotic too.

☐

b) The writer says that the racing driver Glen Kidston was rich, glamorous and charismatic. He had an exciting career in the Royal Navy, surviving several torpedo attacks, before taking up motor sports. He won the Le Mans 24-hour race in 1930, but died in a plane crash in the Drakensberg Mountains in 1931, aged just 32.

☐

c) The writer uses rhetorical questions to get the reader to agree with their point of view. For example, he asks "Was there a finer, more determined driver than Kidston?" The rhetorical questions lead the reader to agree with the writer's opinion that Kidston was a great driver, and make the whole text more persuasive.

☐

- Q2** Read the following extract from a tourist information sheet.

West Kennet Long Barrow — The Skeleton Tomb

West Kennet Long Barrow is an ancient tomb near Avebury. Here you can become a real-life tomb explorer, and experience the thrill of having history at your fingertips. There are five fascinating chambers in the tomb, where you can explore, quest and hunt to discover the secrets of a bygone age. This is probably the best-preserved tomb of its kind in the country — a real archeological treat for all ages.



Write out an example from the text that you could use to support each point below. Then explain why your example supports the point.

- a)** Point: *The writer uses direct address to form a personal link with the reader.*

Example:

Explanation:

.....

- b)** Point: *The writer also uses a combination of descriptive verbs to create a sense of adventure.*

Example:

Explanation:

.....

P.E.E.D.

Q3 Read the following extract from an adventure novel and answer the questions below.

I almost fell upon the deck with the tumult of mingled emotions that filled my heart, as I gazed ardently towards my beautiful island. It was still many miles away, but sufficiently near to enable me to trace distinctly the well-remembered outlines of the two mountains. My first impulse was to utter an exclamation of gratitude for being carried to my former happy home in safety; my second, to jump up, clap my hands, shout, and run up and down the deck, with no other object in view than that of giving vent to my excited feelings. Then I went below for the telescope, and spent nearly ten minutes of the utmost impatience in vainly trying to get a focus, and in rubbing the skin nearly off my eyes, before I discovered that, having taken off the large glass to examine the water with, I had omitted to put it on again.

a) How is the narrator feeling in this extract?

.....

b) Write out an example from the text that supports your answer.

.....

.....

c) Explain how your example shows how the narrator is feeling.

.....

.....

.....

d) Now develop your point.

.....

.....

.....

CGP Useless Fact #1872 — a joke can always be made about P.E.E.D. ...

If there's a secret to doing well in English exams, it's probably this: the P.E.E.D. framework is an absolutely brilliant way of writing top-notch answers. It ensures that all of your points are backed up, explained and fully developed. Nifty, eh?



Writing Well

Q1 Exam answers should be written in Standard English. For each pair of sentences below, underline the sentence that is written in Standard English.

- a) When all's said and done, the writer in Text 1 is way more positive about breeding cats.
Overall, the writer in Text 1 demonstrates a more positive attitude towards breeding cats.
- b) The writer in Text 2 doesn't include other people's points of view, so they're very biased.
The writer in Text 2 doesn't, like, consider other people's views, so they're really biased.
- c) The writer in Text 2 tries to get you on side with their own sob story about cat breeding.
The writer in Text 2 tries to convince the reader using an anecdote about cat breeding.

Q2 Rewrite each sentence below so that it is in Standard English.

The metaphor "a furious battleground" suggests that the house is proper chaotic and stuff.

.....

.....

When Sam and Nina are talking it tells you how them characters are feeling.

.....

.....

Q3 Fill in the blanks in the passage below using the explaining words and phrases in the box.

signifying furthermore emphasises reinforce

The writer uses short sentences, which increase the pace of the text and build tension. They also help to the sense of urgency, and so help the reader to imagine Sadie's panic. the setting adds to the suspense. The writer the stormy conditions that Sadie is trapped in, that she's vulnerable.

In addition to this

The extract from the biography argues that Orson Welles' career was a "magnificent failure". It points to the fact that his greatest achievement, 'Citizen Kane', was made before the age of thirty. The magazine article argues that Orson Welles was a wonderful director and actor throughout his career. It suggests that people like the "myth" of Orson Welles' fall from grace and ignore his later achievements. The third text, the interview with Orson Welles, shows that he himself had conflicting feelings towards his career and achievements. The interviewer describes him as "fiercely proud" of his films, but also "insecure beneath the bravado".

[illegible]

☹️ ☐ 😊 ☐ 😄 ☐

Reading with Insight

Q1 Draw lines to match each passage below with the writer's intended meaning.

- a) The sky outside was uninterrupted by cloud. Claire sighed as she imagined how the fresh air would feel against her skin. She cast her eyes about the dark room and thought longingly of the day her confinement would be at an end.

The character is feeling exhausted.

- b) At last, after a wearisome journey by carriage from the station, Peter arrived back at the cottage. Hanging his heavy jacket by the door, he sank gratefully into the comfortable chair by the fire and yawned widely.

The character is looking forward to something.

- c) Suddenly, dishes of every type of cuisine flew in from doors around the hall, assaulting Tomek's senses and ensnaring him in a haze of sticky and somewhat nauseating scents. He reached for his glass of water with a sweaty hand.

The character is feeling uncomfortable.

Q2 Read the following text and then complete the table below.

The films Alfred Hitchcock made in the 1950s and 1960s contain tantalising glimpses of greatness. Iconic images from these films stick in the mind, for example Janet Leigh screaming in the shower in 'Psycho'.

However, when looking at Hitchcock's career as a whole, it is his earlier films from the 1930s and 1940s which still delight. Early features like 'The 39 Steps' and 'The Lady Vanishes' have a wonderful humour and lightness of touch. In contrast, his later films, even classics like 'Vertigo' and 'The Birds', are often leaden in their pace and tone.

One reason for the change in quality of Hitchcock's films was the way he gorged himself on the worship he received as he got older. Younger film directors like François Truffaut revered him. This swelled Hitchcock's already substantial ego, and contributed to an increasingly dull, self-conscious style of film.

Pretentious film students might still extoll the virtues of the 'classics', but I'd rather watch one of those early, off-the-cuff, Hitchcock masterpieces any day.

Words and phrases which imply the writer dislikes Hitchcock's later films	Words and phrases which imply the writer likes Hitchcock's early films	Words and phrases which imply the writer dislikes Hitchcock as a person
1.	1.	1.
2.	2.	2.

Reading with Insight

- Q3** Pick out **one** word or phrase from the text which shows you that the writer wants the restaurant owner to feel apologetic. Then explain why it tells you this.

I was sorely disappointed last weekend when the standard of food fell well below what I had come to expect from your restaurant. As a loyal and regular customer, I hope you will be forthcoming in providing either reimbursement or a voucher, since I felt cheated in having to pay on this occasion.

Example:

Explanation:

.....

.....



Erica wasn't sure what her meal was supposed to be, but she was fairly sure it wasn't the burger she'd ordered.

- Q4** Read the following extract from a 19th-century short story.

The villagers called him a madman; they denounced him as one who would be their murderer; they threw themselves on him and demanded his musket, to bury it with the rest under the altar in the old chapel on the hill.

Bernadou's eyes flashed fire; his breast heaved; his nerves quivered; he shook them off and strode a step forward. "As you live," he muttered, "I have a mind to fire on you, rather than let you live to shame yourselves and me!"

Reine Allix, who stood by him silent all the while, laid her hand on his shoulder. "My boy," she said in his ear, "you are right, and they are wrong. Do what you will with your own life, Bernadou — it is yours — but leave them to do as they will with theirs."

Explain how Bernadou is feeling in this passage.
Give evidence from the text to support your answer.

.....

.....

.....

.....

.....

I tried to read with insight — I went cross-eyed...

When you read a text, you'll often feel like you just 'know' what the writer's intention is — that's because they've been very clever and made you feel a certain way. The trick is to look more closely at the text to see how they've done that.



Spelling, Punctuation and Grammar

Q1 Put commas and full stops where they're needed into the sentences below.

- a) I jumped out of the taxi narrowly missing a very large puddle by the kerb
- b) Keeley said she wanted a tablet a pair of shoes and some more make-up
- c) As the boat glided past its bright paint glinting in the sun I was able to see the captain saluting me his gold braid fluttering in the breeze

Q2 Tick the boxes next to the words that are spelt correctly. Correct the words spelt incorrectly by putting brackets around each word, crossing it out neatly, and then writing the correction above.

arguement	☐	unnatural	☐	concsious	☐	figarative	☐
neccessarily	☐	disappeear	☐	immediatly	☐	consience	☐
favorite	☐	embarassed	☐	decieved	☐	occasional	☐

Q3 Copy the sentences below, replacing the full stops and commas with semicolons, question marks or exclamation marks where appropriate.

- a) I didn't want to go. The leaden sky threatened rain.

.....



As far as time-travel destinations went, the Ice Age had been a poor choice.

- b) Have you ever wondered what it would be like to travel in time. It'd be fantastic.

.....

- c) You can come to my party as long as you bring an expensive present, lovingly wrapped, stay until the end, which will be 2 am, clear up any spillages, and serve the drinks.

.....

Spelling, Punctuation and Grammar

Q4 Rewrite the sentences below, correcting the grammatical errors in each one.

a) There wasn't no reason to had a fire drill during the exam.

.....

b) Hannah should of eaten the sandwich before it's expiry date.

.....

Q5 Rewrite the passage below, correcting the **eight** spelling, punctuation and grammar mistakes.

As he stepped out of the exam hall on that tuesday morning, Rashid breathed an enormous sigh of relief. He wouldn't need to do no more practice papers, and his days of revision and stress were finished. He could of shouted with joy. It was over, and hopefully it had been worth it. He felt the scientific equations evaporates from his mind like morning dew. As Rashid leant gently against the wall to steady himself, he was overcome by the nowledge that his life was now his. He weren't sure exactly what it would bring, but that was part of the excitement

.....

.....

.....

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.....

.....

I brought a wand to my first spelling lesson — it was all a bit of a let-down...

It was also the day my hopes of becoming a wizard were cruelly dashed... Oh, the harsh lessons of life. Sadly, here's another harsh lesson — poor spelling, punctuation and grammar will cost you marks. Make sure you know your stuff.

Finding Information and Ideas

Q1 Read the text below.

The day following was a disastrous one for me. While moving a framed canvas from one easel to another my foot slipped on the polished floor, and I fell heavily on both wrists. They were so badly sprained that it was useless to attempt to hold a brush, and I was obliged to wander about the studio, glaring at unfinished drawings and sketches, until despair seized me and I sat down to twiddle my thumbs with rage.



Barry thought he'd done an excellent job on his self-portrait.

Identify the phrase which explains why the narrator's injury stopped them from painting.

.....

Q2 Underline the words and phrases which show that the writer has a negative view of the zoo.

Last weekend we found ourselves with nothing to do on a warm, sunny day, so we decided on a trip to the zoo. The entrance to the zoo was via a rusty iron gate that looked in serious need of repair. We went into the ticket office, only to discover that the floor was filthy; as we looked closer, we realised there was revolting leftover food scattered everywhere. Inside, the animals looked malnourished and miserable in their enclosures, which all seemed dull and empty, with precious little space for them to run around. All in all, a pretty depressing place.

Q3 From lines 3-8 of the text below, write down **three** facts about the back-yard.

1 Denise had placed P  p   near her to see that he ate properly; but the dark
 2 close room made her feel uncomfortable. She thought it so small, after the large,
 3 well-lighted rooms to which she had been accustomed in the country. A single
 4 window overlooked a small back-yard, which communicated with the street by a
 5 dark passage running along the side of the house. And this yard, dripping wet and
 6 evil-smelling, was like the bottom of some well into which fell a circular glimmer
 7 of light. In the winter they were obliged to keep the gas burning all day, and when
 8 the weather enabled them to do without it the room seemed more melancholy still.

1)

2)

3)

Finding Information and Ideas

Now you've got the theory sorted, time to put it into practice with these exam-style questions.



Q4 Read the following extract from a 19th-century novel.

Her lodging was in a long, monotonous terrace which ran at right angles to the seashore, turning its back upon the river. Noon was at hand, and the fierce rays of the unclouded sun were untempered by any breeze. The street lay hushed, for everyone was either at church or on the sands. In response to his inquiry, the landlady said that Miss Aked was out, and had left a message that if a gentleman called, he was to follow her to the jetty. Obeying the directions given to him, Richard soon found himself by the banks of the swift river, with the jetty some distance in front, and beyond that the sea, which shimmered blindly in the heat.

Identify a phrase that explains why Richard went to the jetty.

.....

.....



Q5 Read the following extract from a review of a holiday park.

You would need a fortnight to try all the activities at Lowbridge Park. From abseiling to zorbing, the park offers a mind-boggling range of activities. I was only there for a long weekend, so I had to prioritise!

5 I began with a pony trek. Although it drizzled the entire morning, it was a great way to explore the woodland. In the afternoon I debated between rock climbing and mountain biking. I settled on the former, primarily to stay out of the rain!

10 The next day, the weather was much better, so my choice fell between canoeing and sailing. I settled for a canoe and headed out on the lake, which was simply stunning early in the morning, clear, calm and blue. The good weather lasted into the afternoon, which meant that I was able to give paragliding a go instead of staying indoors to try fencing. What an exhilarating experience!

15 The next morning, I decided to finish my weekend with a spot of archery. Alas, I'm no Robin Hood, but the instructor was patient and funny, and I did improve a little over the course of the morning.

From lines 4-12, identify **two** activities that the writer chose not to participate in.

1)

2)

Identify two ways studying for GCSE English can be fun — umm...

Some questions will simply ask you to find information and ideas in a text. That doesn't sound like too tough a task, but remember that sometimes you'll need to read between the lines a bit — it won't always be dead obvious, I'm afraid.



Summarising Information and Ideas

Q1 Read the text below.

The bottom of the crater was composed of three separate shafts, through which, during periods of eruption, the great central furnace sent forth its burning lava and poisonous vapors. Each of these chimneys or shafts gaped open-mouthed in our path. I kept as far away from them as possible, not even venturing to take the faintest peep downwards.

As for the Professor, after a rapid examination of their characteristics, he became breathless and panting. He ran from one to the other like a delighted schoolboy, gesticulating wildly, and uttering incomprehensible and disjointed phrases in all sorts of languages.

Suddenly the Professor uttered a wild, unearthly cry. At first I imagined he had lost his footing, and was falling headlong into one of the yawning gulfs. Nothing of the kind. I saw him, his arms spread out to their widest extent, his legs stretched apart, standing upright before an enormous pedestal, high enough and black enough to bear a gigantic statue. His attitude and manner were that of a man utterly stupefied. But his stupefaction was speedily changed to the wildest joy.

Circle whether each of the following statements refers to the narrator or the Professor, then write down a quote on the dotted line to support your choice.

a) The character who is scared to look down the shafts. (the narrator / the Professor)

.....

b) The character who is pleased by what has been found. (the narrator / the Professor)

.....

c) The character who is expecting something bad to happen. (the narrator / the Professor)

.....

Q2 Summarise the two views given in the text below.

Human beings have eaten meat for millions of years. Meat eaters argue that we have evolved with the ability to eat and digest meat, proving that it forms a natural part of the human diet. Furthermore, meat contains many vitamins and minerals, particularly iron, that are important for human function.

However, vegetarians argue that, biologically, we have very little in common with other species of meat-eaters. For example, we lack the ability to kill an animal and take its meat without tools. Additionally, they argue that a high consumption of red meat contributes to a range of health problems in humans, such as cardiovascular disease and some cancers.

Meat Eaters:

.....

Vegetarians:

.....

Summarising Information and Ideas



Q3 Read the following extracts.

20th-Century Letter

Janey,

I've just finished reading the most amazing book. Recently I've been reading more and more. I've found it's the only thing that really holds my attention for very long these days — even listening to my favourite music has become a bit of a bore, but I could read for hours and hours. Through reading I feel like I've travelled to so many fascinating places, all while sat in my cosy chair by the fire!

21st-Century Newspaper Article

Despite the waning popularity of reading amongst the younger generation, I think there's still something to be said for losing yourself in a good book. What other hobby can you do for hours on end without getting bored?

Long train journeys, beach holidays, cosy Sunday afternoons — it doesn't matter where you are, reading is always a convenient and enjoyable activity.

What's more, reading widens your horizons — I've learnt more from books than I ever did from my school teachers.

The two texts show the writers' views on reading.
What similarities do the writers share in these extracts?



Q4 Read the following extracts.

20th-Century Diary

Today we met up with the DeWhitts at their home in Huntingham Castle. It was a beautiful sunny day so we really were able to take advantage of the fine grounds and gardens, as well as enjoying a stroll along the river.

Perhaps my favourite part of the day was when we ventured into the castle to walk through the impressive art galleries. Portraits of the DeWhitt family line the walls, each figure gazing out splendidly from within their gilded frame.

21st-Century Review

Huntingham Castle really does have something for everybody. Art fan? Check out the incredible portrait gallery. Into scenic views? The gardens are divine, and there's a picturesque river flowing through the far reaches of the castle grounds. In short, you really can't fail to love the place! As an added bonus, there's a train station situated close by, so even getting there is an absolute breeze.

The two texts show some experiences of visiting Huntingham Castle.
What similarities do the writers share in these extracts?

What are the similarities between a raven and a writing desk?

Luckily, you won't get any Mad Hatter-style riddles in the exam, but comparing texts is an important skill for paper 2. Practice makes perfect — the more you practise identifying similarities and differences between texts, the easier it will get.



Audience and Purpose

Q1 For each sentence, circle the word which best describes its intended audience.

a) "Do you yearn for a simpler, more reliable way of managing your finances?"

children / adults

b) "When buying a used car, try to get as much information from the dealer as you can."

experts / novices



When buying a used toilet roll — don't.

Q2 Draw lines to match each text to its main purpose.

a) "Shop around for the best quote — some insurers are much more expensive than others."

To entertain

b) "As the train moved south, first crawling, then increasing to a steady gallop, the scenery gradually changed from the flat and drab to the dramatic and beautiful."

To persuade

c) "Who could disagree with the fact that children should eat healthily?"

To advise

Q3 Find **two** words or phrases that show this text is aimed at a younger audience, and explain how they show this.

Are you looking for a cool summer job?

We've got loads of temporary vacancies with no experience required!

All you need is some free time over the holidays, a positive attitude and plenty of energy. If you've got your own wheels that's even better!

With Spondon Summer Jobs you can:

- gain real-world work experience
- earn a few quid
- make new friends

Whatever you fancy, we can find you a job that suits you down to the ground! Interested? Call Jackie, or find us on social media.

Word or phrase:

Explanation:

.....

Word or phrase:

Explanation:

.....

Audience and Purpose

Try these exam-style questions, then use the self-assessment boxes to mark how well you think you did.



- Q4** Read the following extract from an autobiography that was published after the author's death.

In this Autobiography I shall keep in mind the fact that I am speaking from the grave. I am literally speaking from the grave, because I shall be dead when the book issues from the press.

I speak from the grave rather than with my living tongue, for a good reason: I can speak freely. When a man is writing a book dealing with the privacies of his life — a book which is to be read while he is still alive — he shrinks from speaking his whole frank mind; all his attempts to do it fail, he recognizes that he is trying to do a thing which is wholly impossible to a human being. The frankest and freest and privatest product of the human mind and heart is a love letter; the writer gets his limitless freedom of statement and expression from his sense that no stranger is going to see what he is writing.

It has seemed to me that I could be as frank and free and unembarrassed as a love letter if I knew that what I was writing would be exposed to no eye until I was dead, and unaware, and indifferent.

Analyse how the writer uses language and structure to engage their audience.



- Q5** Read the following extract from a newspaper opinion piece.

Is it really that time of year again? The decorations go up and suddenly the nation is whipped up into a frenzy, convinced that the only way to survive the coming holiday is to grab a trolley and raid the supermarket. We stock up as if an apocalypse is coming, buying up vast quantities of everything from over-priced tins of chocolate right down to the last bruised parsnip.

It's time we admitted that the whole process is utterly ridiculous. Don't get me wrong, I love Christmas. I love the decorations, the merriment and, most of all, the abundance of delicious food.

But what simply must end is the

bizarre mentality that causes us to frantically race to the shops five minutes before closing time on Christmas Eve. We've all been there, haven't we? Running around like headless chickens, gripped by a sudden and deathly terror that we might not have stockpiled enough after-dinner mints to last the festivities.

Britain, we need to take a stand against festive stress. Christmas is a special time of year; it should be a time to sit back and take a break from the stresses of everyday life. So please, enjoy your holiday — and try to remember that the world won't end should you happen to forget the cranberry sauce.

The writer attempts to engage their audience through the description of the lead-up to Christmas. Evaluate how successfully this is achieved.

I took a stand once — I needed something to put my sheet music on...

As it turns out, it's surprisingly difficult to make a living playing the nose flute, but that's beside the point. Audience and purpose are really important in your exam, so use the questions on these pages to really nail your understanding of them.



Informative and Entertaining Texts

Q1 Put an **I** next to the statements that are informative, and an **E** next to the entertaining ones.

- a) "Steven Morrissey was born in Manchester on 22nd May 1959." ☐
- b) "The gig was absolute mayhem. Swathes of bodies ebbed and flowed in a sea of delirium — enjoyment and a survival instinct competed for my attention." ☐
- c) "The next event at Spark Bridge village hall is a performance by Jim Dodd and the Budgies, at 7.30 pm on December 12th." ☐

Q2 Underline **two** words or phrases in the text below which suggest that its purpose is to entertain. Then explain why these examples suggest this on the lines below.

As I got near the shore, the clouds gathered black, and the rain came down, drifting in great white sheets of water before the wind. I heard the thunder of the sea on the sand-bank at the mouth of the bay. A little further on, I passed the boy crouching for shelter under the lee of the sand hills. Then I saw the raging sea, and the rollers tumbling in on the sand-bank, and the driven rain sweeping over the waters like a flying garment, and the yellow wilderness of the beach with one solitary black figure standing on it — the figure of Sergeant Cuff.

.....

.....

.....

Q3 Read the text below, which is from the travel section of a newspaper.

Public bathing may not be a familiar experience to a British tourist, but the tranquillity of the beautiful Gellért Baths is enough to convert even the most apprehensive of travellers. Here, bathers luxuriate across eight thermal pools, each of a different temperature. The hottest pool (an immersive 40 degrees) soothed my sightseeing-weary muscles as well as any massage I've ever received.

- a) Write down **two** facts about the Gellért Baths that you can learn from this text.

Fact 1:

Fact 2:

- b) Explain how the writer has presented **one** of these facts in an engaging way.

.....

.....

Informative and Entertaining Texts

It's time for some more exam-style questions. Remember to use the self-assessment boxes when you're done.



- Q4** Read the following extract from a 19th-century novel in which the narrator reads a book of diseases.

I forget which was the first disease I plunged into — some fearful, devastating scourge, I know — and, before I had glanced half down the list of “initial symptoms,” it was borne in upon me that I had fairly got it.

I sat for awhile, frozen with horror; and then, in the listlessness of despair, I again turned over the pages. I came to typhoid fever — read the symptoms — discovered that I had typhoid fever, must have had it for months without knowing it — wondered what else I had got; turned up St. Vitus's Dance — found, as I expected, that I had that too — began to get interested in my case, and determined to sift it to the bottom, and so started alphabetically — read up ague, and learnt that I was sickening for it, and that the acute stage would commence in about another fortnight. Bright's disease, I was relieved to find, I had only in a modified form, and, so far as that was concerned, I might live for years. Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I plodded conscientiously through the twenty-six letters, and the only malady I could conclude I had not got was housemaid's knee.

In this extract there is an attempt to create humour.
Evaluate how successfully this is achieved.



- Q5** Read the following text from a history magazine.



The Battle of Hastings was fought on October 14th 1066, on a field near Hastings in East Sussex. Led by William the Conqueror, it was the Normans' most important victory over the Anglo-Saxons.

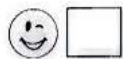
William's army was a well-trained body of respected fighters. In contrast to Harold's army, which consisted mostly of foot soldiers, William's force had significant numbers of cavalry and archers — the cavalry sat proudly atop horses bred specially for their strength. At the helm of the Norman host stood a man with years of military experience.

Beginning at around nine o'clock in the morning, the battle was furious and bloody, and vast numbers of soldiers were brutally slain. At one stage, the English, led by King Harold II, were fooled into thinking they had won the battle, so they stormed towards their enemy, only to be mercilessly ambushed and trampled like insects.

Analyse how the writer uses language and structure to inform and entertain the reader.

Entertaining texts — *I thought mobile phones weren't allowed in the exam...*

Entertaining and informing are at opposite ends of the spectrum in lots of ways, but they can also be combined. It's really important to keep an eye out for texts with multiple purposes in the exam — they're often the ticket to a good answer.



Texts that Argue, Persuade or Advise

Q1 Draw lines to match each statement below to its purpose.

- | | |
|--|--------------------|
| a) "The barbaric practice of bear-baiting must be stopped completely and immediately." | To argue |
| b) "If you want to make a difference, there are many organisations you can sign up to." | To persuade |
| c) "By joining our march and signing this petition, you will be helping to put an end to this disgraceful act of cruelty." | To advise |

Q2 Read the following text.

Flamingos are the most fascinating birds in the world. Their beguiling beauty is unrivalled in the animal kingdom. Should such beauty go unsupported? I'm starting a vital campaign to sponsor flamingos in zoos. By donating just a few pounds, you can help fund the establishment of breeding programmes for these most special of birds. The head keeper at my local zoo, Jane Sutton, says, "Flamingos really are wonderful animals. A dedicated breeding programme would be invaluable to their endurance as a species."

The table below shows the techniques used by the writer to persuade the reader. Fill in the table by picking out examples of each technique.

Technique	Example from text
rhetorical question	
opinion stated as fact	
expert opinion	
direct address to the reader	

Q3 Choose **one** word or phrase from the text below which shows that its purpose is to advise. Then explain how it helps the writer to achieve this purpose.

It's easy to get bogged down in all the choices when you're choosing a new mobile phone, but don't worry — there are plenty of people out there to help you. You could consider going into a phone shop to chat to an expert, or check out a handy online forum.

Example:

Explanation:

.....

Texts that Argue, Persuade or Advise



Q4 Read the following extract from a magazine article about an election.

It's Decision Time — But Who Do I Vote For?

Unless you've been living under a rock for the past month, you'll probably have noticed that there's an election coming up. Deciding who to vote for can be a daunting task, but it's also an important one. Luckily, there's plenty of help out there.

Firstly, you need to be well-informed on the principles and policies that each party stands for. If you start to feel overwhelmed by all the political lingo in their leaflets, don't panic — have a look online, where there are plenty of websites that break it down for you.

It's also a good idea to look into the candidates in your constituency. They represent you in parliament, so you'll want to vote for someone who has a strong voice, and who will stand up for what your area needs.

It's true — choosing who to vote for isn't easy. However, if you take the time to do a bit of research, you will be able to make the right decision for you.

Analyse how the writer uses language and structure to engage the reader.



Q5 Read the following letter to the editor of the *Daily Muncaster* local newspaper.

Dear Sir,

I was frankly horrified to read your article about the new soft drink 'Swampy Water' being served in the tuck shop at Muncaster Primary School. This dangerous fad for drinking green, slimy water is clearly idiotic.

Firstly, young children may become confused and think it acceptable to drink real swamp water. I know from my time in the Territorial Army that this would be an ill-advised and perhaps even fatal decision. Secondly, 'Swampy Water' is full of unhealthy sugar and additives — how else would it acquire that lurid green tinge? Finally, the drink is expensive, which means children don't have sufficient funds to purchase the normal, healthy snacks that any sane parent would endorse.

To conclude, it is my firm belief that 'Swampy Water' should be immediately removed from the tuck shop at Muncaster Primary School.

Yours faithfully,
Gerry Bowness

In this extract, the writer attempts to persuade the reader that 'Swampy Water' should not be served in the tuck shop. Evaluate how successfully this is achieved.

I'm rooting for Teresa Green — her policies woodwork for us all...

Whether it's arguing, persuading or advising, a text's purpose will have a big impact on the way the author writes. To get the most out of your revision, make sure you practise linking a text's purpose to the writer's use of language and structure.



Writer's Viewpoint and Attitude

Q1 Read these play reviews. Write down whether each attitude is **positive**, **negative** or **balanced**.

- a) This playwright's recent offerings on the London stage had established high expectations, but his latest "masterpiece" falls far short of that hype.
- b) I have never left a matinee performance and rushed straight to the box office to buy a ticket for that evening. Until now.
- c) I can't say I was dazzled, but I certainly wasn't disappointed. A pleasant evening, if not one to write home about.

Q2 Draw lines to match the extracts below to the viewpoints they're expressing.

- | | |
|--|---|
| <p>a) <i>"I'd be loath to send one of my own children to one, but the idea of abolishing mixed sex schools entirely is simply absurd."</i></p> | <p>i) Prefers mixed schools and thinks single-sex schools should be abolished.</p> |
| <p>b) <i>"I've always considered mixed schools to be a barrier to educational progress. We should all stick with traditional segregation."</i></p> | <p>ii) Prefers mixed schools but thinks single-sex schools should still be an option.</p> |
| <p>c) <i>"Mixed schools are clearly superior, but parents should have a choice."</i></p> | <p>iii) Dislikes mixed schools but thinks they should be offered as an option.</p> |
| <p>d) <i>"The outdated concept of single-sex education has persisted for far too long. All education should be gender-blind."</i></p> | <p>iv) Dislikes mixed schools and thinks all schools should be single-sex.</p> |

Q3 Summarise **one** thing that these two writers agree on, and **one** thing that they disagree on. Use evidence from the text to support your answer.

Text 1 Mobile phone disruptions in lessons are a nightmare for any teacher. Surely the best way to prevent this is simply to ban them from school entirely.

Text 2 I'm not about to suggest that students should be permitted to use mobiles during lessons, but I fail to see that any harm can be caused by allowing them during lunchtimes.

The writers agree that

.....

.....

The writers disagree that

.....

.....

Writer's Viewpoint and Attitude



Q4

Read the following extracts. Text 1 is from a letter written in the 21st century, and Text 2 is from a newspaper article written in the 20th century.

Text 1

Dear Mr Tinsam,
I must confess that I am no expert when it comes to modern art — when dragged into a gallery by an overenthusiastic friend, the displays usually elicit no other reaction in me than a stifled yawn. Imagine then, my surprised delight upon my recent visit to your gallery, where I chanced to glance in on your most recent exhibition. The bold and thought-provoking pieces I found there were enough to awaken in me feelings that are generally reserved for much more traditional works.

Text 2

The London art scene has rarely been so exciting. We are seeing a real influx of artists who aren't afraid to throw off the iron shackles of 'traditional art' and champion self-expression. They're rule breakers, not intimidated by the giants of the past. They're revolutionaries, constantly looking forward, never back. Only by pushing the boundaries of modern art are we going to see any progression in the medium. When art conforms, it stagnates, and these new experimenters understand that.

Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about art.



Q5

Read the following extracts. Text 1 is an extract from a diary written in the 20th century, and Text 2 is from a speech written in the 21st century.

Text 1

Dear Diary,
I've had a completely awful day. The noise of the trains rattling past the house all night last night meant that I didn't sleep a wink — it was like rolling thunder, disturbing me every time I tried to close my eyes. Then, as if that wasn't enough, this morning I was forced to wait on board my train to school for over an hour, making me very late. I'm really fed up with the trains affecting my life like this — it's getting ridiculous.

Text 2

Residents of Station Crescent! I know that you, like me, are plagued day-in, day-out with the sounds, smells and sights of the railway. Like me, many of you moved here at a time when three or four trains a day passed by, barely disturbing us at all. And like me, you've seen our area systematically invaded by a non-stop army of trains, impacting our quality of life — not to mention the price of our homes. The time has come to take a stand against the relentless growth of the railways.

Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about rail transport.

Compare how the students present their perspectives about exams...

"Student 1 seems rather miffed that she's stuck indoors revising when she could be outdoors enjoying the sunshine. In contrast, Student 2 is getting really stuck into his revision material... no, wait, he's just fallen asleep on top of his book."



19th-Century Fiction

Q1 Each of the sentences below use a technique that is common in 19th-century fiction. Label each sentence with the number of the technique used.

- a) The waves whispered to them, the sound of the surf seemed to say, "come in, come in".
- b) The voices drifted eerily across the moors, disembodied by the soft banks of rolling fog that enveloped her.
- c) "Didn't you hear?" whispered Freddie covertly. "They're going to send you home after Christmas."

1. personification to create atmosphere

2. dialogue to move the plot along

3. descriptive language to create a vivid image

Q2 a) Read the 19th-century text below. Underline the words and phrases which suggest the narrator is scared.

They must have been a long way off at first, and for a minute, that seemed as an age, they came no nearer. What a minute was that to me! Even now, so many years after, I can recall the anguish of it, and how I stood with ears pricked up, eyes starting, and a clammy sweat upon my face, waiting for those speakers to come. It was the anguish of the rabbit at the end of his burrow, with the ferret's eyes gleaming in the dark, and gun and hunting dog waiting at the mouth of the hole.

b) Choose one of your answers to **a)** and explain how it shows that the narrator is scared.

.....

.....

Q3 Use the words in the box to complete the following sentences about 19th-century fiction.

formal classes society unusual long modern

19th-century fiction is often written in a more style than most fiction texts. It often has sentences and an word order.

It also reflects features of 19th-century, such as the division of social



Jane had decided to wear her formal hat to read her 19th-century book.

19th-Century Fiction



- Q4** In this extract, Lady Audley has been trying to hide the secrets of her past from her husband's nephew, Robert. The innkeeper's wife, Phoebe, informs her of Robert's arrival at the inn.

"I think I know whom you mean, my lady," said the innkeeper's wife, after a pause;
 "I think I know who it is who is so cruel to you."
 "Oh, of course," answered my lady, bitterly; "my secrets are everybody's secrets.
 You know all about it, no doubt."
 5 "The person is a gentleman — is he not, my lady?"
 "Yes."
 "A gentleman who came to the Castle Inn two months ago, when I warned you —"
 "Yes, yes," answered my lady, impatiently.
 "I thought so. The same gentleman is at our place to-night, my lady."
 10 Lady Audley started up from her chair — started up as if she would have done
 something desperate in her despairing fury; but she sank back again with a weary,
 querulous sigh. What warfare could such a feeble creature wage against her fate?
 What could she do but wind like a hunted hare till she found her way back to the
 starting-point of the cruel chase, to be there trampled down by her pursuers?
 15 "At the Castle Inn?" she cried. "I might have known as much. He has gone there
 to wring my secrets from your husband. Fool!" she exclaimed, suddenly turning
 upon Phoebe Marks in a transport of anger, "do you want to destroy me that you
 have left those two men together?"

In lines 10-18, how does the writer use language and structure to show Lady Audley's feelings?



- Q5** Read this extract, in which a group of travellers wait for their companions to return.

As night approached, the snow fell less plentifully, but it became intensely cold. Absolute silence rested on the plains. Neither flight of bird nor passing of beast troubled the perfect calm.

Throughout the night Aouda, full of sad forebodings, her heart stifled with anguish, wandered about on the verge of the plains. Her imagination carried her far off, and showed her innumerable dangers. What she suffered through the long hours it would be impossible to describe.

Fix remained stationary in the same place, but did not sleep. Once a man approached and spoke to him, and the detective merely replied by shaking his head.

Thus the night passed. At dawn, the half-extinguished disc of the sun rose above a misty horizon; but it was now possible to recognise objects two miles off. Phileas Fogg and the squad had gone southward; in the south all was still vacancy. It was then seven o'clock.

The captain, who was really alarmed, did not know what course to take.

In this extract, there is an attempt to show the anxiety of the characters. Evaluate how successfully this is achieved.

A text from the 19th century? What a novel idea...

Some of the language in 19th-century texts can seem a bit difficult at first glance, but don't let that put you off. Take the time to read the whole text carefully and check the question first to make sure you know what you're looking for.



20th and 21st-Century Non-Fiction

Q1 Draw lines to match each description to the correct text type.

a) A piece of writing that is read aloud to an audience.
It is usually intended to argue or persuade.

Speech

b) Writing that gives an opinion on something,
often a book, play or film.

Article

c) A text usually found in a newspaper, magazine or on
the internet, about current affairs and other topics.

Review

Q2 Read the extracts below and decide which text type they come from.

autobiography letter report

a) It wasn't until my late teens that sport began to play such an important role in my life. This transformation was all thanks to the incredible sports teachers at my secondary school.

.....

b) The survey shows that most students would prefer to learn Mandarin or Japanese than the more traditionally taught French or German.

.....

c) I'm writing to inform you about the dreadful experience that I was forced to endure on a recent journey on one of your trains from Knitely to Gorzebeck.

.....

Q3 Read the text below, which is from the travel section of a newspaper.

Arriving in Santiago de Compostela after a four hour bus journey was disappointing enough — the streets were those of a ghost town, and the jewel in its crown (the Cathedral) had already closed. I couldn't even bask in the Cathedral's glory from the outside — the magnificent architecture I had been looking forward to was hidden by a sheet of dreary drizzle.

Wandering along the streets of Galicia's capital city — its beating heart — I reassured myself that it would look much better in the morning!



a) Write down **one** fact you learn about Santiago de Compostela from this text.

.....

b) Explain how the writer has presented this fact in an engaging way.

.....

.....

20th and 21st-Century Non-Fiction

After trying these exam-style questions, use the boxes below to tick how well you think you've done.



Q4 Read the following extract from a 20th-century autobiography.

This is the first thing I remember.

In the corner of a lean-to whitewashed attic stood a fine, plain, solid oak writing desk. By climbing up on to this desk I could see from the window the glories of the sunset. My attic was on a hill in a large and busy town, and the smoke of a thousand chimneys hung like a gray veil between me and the fires in the sky. When the sun had set, and the scarlet and gold, violet and primrose, and all those magic colors that have no names, had faded into the dark, there were other fires for me to see. The flaming stars came out, and terrified while they fascinated my childish imagination.

What did it matter to me that I was locked in and that my father and mother, with my elder sister Kate, were all at the theater? I had the sunset, the stars, and the oak writing desk.

I cannot say how old I was at this time, but I am sure that it wasn't long after my birth (which I can't remember, although I have often been asked to decide in which house at Coventry I was born!). At any rate, I had not then seen a theater, and I took to the stage before many years had passed over my head.

The writer attempts to engage the reader through the description of their first memory. Evaluate how successfully this is achieved.



Q5 Read the following texts about teaching. Text 1 is from a speech written in the 21st century. Text 2 is from an autobiography written in the 20th century.

Text 1

In today's schools, focused on hitting targets and saving money, it is easy to understand how the core principles of teaching have been left by the wayside. The motivation of many teachers to listen to, care for and support students is all too easily lost in an increasingly stressful environment in which good grades must be achieved whatever the cost. Teachers can have a massive impact upon children's lives — let's stop imposing targets and just let them do their jobs.

Text 2

As my sepia-toned school-days become steadily more indistinct, the stern face of Mr Wan remains as clear as day. Wan was a firm disciplinarian, and his strict laws meant that I spent much of my adolescent life languishing in detention. But despite the inevitable resentment I felt for him at the time, Mr Wan did give me a lasting education. Not, sadly, in his beloved Chemistry; but certainly in the priceless lesson of human decency. Though my teenage self was unable to see it, Wan listened to me.

Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about teaching.

Evaluate how successfully you've revised this section...

Well done, you've made it to the end of Section 2. Don't feel too disappointed though, as there are still four more lovely sections of questions after this one. Up next: a handy dandy section about structure and language — how splendid.



Tone, Style and Register

Q1 Draw a line to match each sentence to the word that best describes its tone.

- | | |
|--|---------------------------|
| <p>a) Forcing captive animals to perform tricks in zoos and circuses is a repulsive and shameful practice that must not be tolerated!</p> | <p>sentimental</p> |
| <p>b) Investigators have recently confirmed that DNA found at the scene of the burglary matches that of suspect Fergus Maybach.</p> | <p>detached</p> |
| <p>c) I had a riot helping out at the birthday party! Who would've guessed that kids were the perfect audience for my magic tricks?</p> | <p>angry</p> |
| <p>d) As he stared across the bay where they had first met, he remembered vividly the tinkle of her laughter and the floral scent of her hair.</p> | <p>upbeat</p> |

Q2 For each pair of sentences below, underline the sentence written in a formal register.

- a) "Sorry! We don't take credit cards."
"Customers are advised that we do not accept credit cards."
- b) "It is essential to ensure you have the correct tools before proceeding."
"Check you've got the proper kit to hand before you go any further."
- c) "Rising debts? We've got the info you need to sort your finances out."
"If you have financial complications, contact our trained advisors."



If Gareth knew about one thing, it was style.

Q3 The text below is taken from a travel magazine. Write down **three** pieces of evidence from the text that show it has a conversational style.

At this point I was starting to get a tad — how shall I put it? — cheesed off. It's one thing being patient, accepting the fact that things don't always go to plan and that now and then delays just happen. It's quite another to be told, after paying good money for a ticket to Town A, that for no good reason you're taking a little detour through Village B, River C and Swamp D. I was finding it more and more difficult to follow what I had figured was the local way of dealing with difficulties — smiling and pretending to find the grim industrial scenery interesting. It wasn't.

- 1)
- 2)
- 3)

Tone, Style and Register

Now have a go at these exam-style questions — they will help you to put your knowledge into practice.



Q4 Read this extract from a short story in which a prisoner tries to return to his family.

All that day he traveled, laying his course by the rounding sun. The forest seemed interminable; nowhere did he discover a break in it, not even a woodman's road. He had not known that he lived in so wild a region. By nightfall he was fatigued, footsore, famished. The thought of his wife and children urged him on. At last he found a road which led him in what he knew to be the right direction. It was as wide and straight as a city street, yet it seemed untraveled. No fields bordered it, no dwelling anywhere. Not so much as the barking of a dog suggested human habitation. The black bodies of the trees formed a straight wall on both sides, terminating on the horizon in a point, like a diagram in a lesson in perspective. Overhead, as he looked up through this rift in the wood, shone great golden stars looking unfamiliar and grouped in strange constellations. The wood on either side was full of singular noises, among which — once, twice, and again — he distinctly heard whispers in an unknown tongue.

In this extract, there is an attempt to create an uneasy tone.
Evaluate how successfully this is achieved.



Q5 Read the following extract from an adventure holiday brochure.

If you're up to your neck in revision, the promise of a long summer holiday might be the only thing keeping you going. For most students, the dream will be of lazy days spent with mates, maybe playing video games, or getting a bit of a tan down the park. There's nothing wrong with wanting a break. You've earned it. But here at Adventure Action, we can give you the chance to do something unforgettable with your summer.

If you're aged 15 to 18, you could spend four weeks on one of our incredible adventure and conservation programmes at breathtaking locations around the world. You could trek through dense rainforest in Peru, to help build primary schools in isolated villages. You could take a flight over ancient glaciers to volunteer at a remote bear sanctuary in Alaska. Or you could earn a scuba-diving certificate whilst working in a marine biology lab in The Bahamas. Our programmes are tailored to give you a fantastic experience, where you can bag loads of new skills and be a part of something important.

Adventure beyond the usual this summer. Apply to Adventure Action today.

How does the writer create a style that appeals to a teenage audience?

That's the problem with my jokes — they always lower the tone...

When you're reading a text, remember that its tone, style and register have all been carefully chosen by the writer in order to have the maximum impact on the reader. Nothing in a text is random. Unlike platypuses. They're very random.



Words and Phrases

- Q1** Write the words in the box into the correct columns in the table.

Adjectives	Adverbs
<i>threatening</i>	

threatening	phenomenal
boastfully	contemptuous
lovely	bitterly
tragically	devotedly

- Q2** What does the word 'sneered' suggest in this sentence?

"Congratulations, Madge," Angus sneered.

.....

.....

- Q3** How does the writer's choice of words create a different impression in each of the sentences below?

"Just go," she whispered.

"Just go," she spat.

.....

.....

.....

- Q4** How does the author use words and phrases to influence the reader in the sentence below?

As my dear friend, I am sure you will understand my decision.

.....

.....

.....

.....

Words and Phrases

If you're hot on the trail of some exam-style practice, then look no further than the juicy questions below. Afterwards, you can use the boxes at the bottom to say how confident you're feeling with words and phrases.



Q5 Read the following extract from a 19th-century novel.

Such in character was the squire of Allington, the only regular inhabitant of the Great House. In person, he was a plain, dry man, with short grizzled hair and thick grizzled eyebrows. Of beard, he had very little, carrying the smallest possible gray whiskers, which hardly fell below the points of his ears. His eyes were sharp and expressive, and his nose was straight and well formed, — as was also his chin. But the nobility of his face was destroyed by a mean mouth with thin lips; and his forehead, which was high and narrow. In height, he was about five feet ten; and at the time of our story was as near to seventy as he was to sixty. But years had treated him very lightly, and he bore few signs of age. Such in person was Christopher Dale, Esq., the squire of Allington.

How does the writer use words and phrases to present the character of Mr Dale?



Q6 Read the following extract from a piece of fiction.

The sky was quite white on the horizon, with exquisitely delicate blue and pink tints. The pale sun seemed like a great silver lamp, casting a shower of bright rays into the river Durance. And the broad, sluggish river, expanding lazily over the red sand, extended from one end of the valley to the other, like a stream of liquid metal. To the west, a line of low rugged hills threw slight violet streaks on the pale sky.

The valley was mine, really mine; I had conquered it with my legs, and I was the real landlord by right of friendship. And that bit of river, those two leagues of the Durance, how I loved them, how well we understood one another when together! I knew all the whims of my dear stream, its anger, its charming ways, its different features at each hour of the day.

When I reached the water's edge on that particular morning, I felt something like giddiness at seeing it so gentle and so white. It had never looked so wonderful. I slipped rapidly beneath the willows, to an open space where a broad patch of sunlight fell on the dark grass. There I laid me down on my stomach, listening, watching the pathway by which Babet would come, through the branches.

How does the writer use words and phrases to show how the narrator feels about the scenery he describes?

Words have power — sadly, not the same kind of power as Superman...

The trick here is to get inside the mind of the writer. Writers know what impression they want to create, so they choose their words carefully. If you can work out what effect the writer was aiming for, it's easier to analyse their language.



Figurative Language

Q1 Write 'S' next to the similes and 'M' next to the metaphors below.

- a) She was a fraying cable of tension and anger, which could snap at any moment.
- b) The glassy eye of the lake watched us in silent judgement.
- c) Like a flock of tired ducks, we clustered around our teacher,
who had brought us snacks to keep us going on the journey.
- d) His eyes were hot coals, burning fiercely at the vision he saw before him.

Q2 Use the words in the box to complete the following sentence about analogies.

non-fiction compares persuade images

An analogy one thing to another. It uses memorable
to make something easier to understand. Analogies are often used in
texts to try to the reader about something.

Q3 Read the texts below. How does the personification used in the second text make it more effective?

My laptop took ages to turn on and then did some really long updates.

My laptop grumbled to life, before smugly informing me that it was starting on six hours of updates.

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Q4 What impression of the sky is the writer trying to create with the metaphors below?

The night sky was a cloth of violet silk scattered with gemstones.

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Figurative Language



Q5 Read the following extract from a leaflet about health.

Driving towards a healthier you

If you had a Ferrari, I can only imagine that you would take good care of it. You might only fill its tank with premium fuel. You might have it regularly serviced. You would take pride in it, polish it at the weekends and keep the upholstery clean.

If you would take this much care of a Ferrari, surely you should take this much care of your body? After all, it's the only one you're ever going to have — you can't just trade this engine in if it breaks down. This means you should fuel yourself properly, eating regular meals that are full of the vitamins and minerals needed for optimum human performance. Keep your body's systems working effectively by exercising regularly and getting plenty of fresh air. And finally, take pride in your body: if you're striving to be happy and healthy, that is something to celebrate.

Regardless of shape or size, your body is priceless — and that's more than you can say for a luxury sports car, isn't it?

In this extract, the writer attempts to influence the reader by using an analogy. Evaluate how successfully this is achieved.



Q6 Read the following extract from a piece of fiction.

It was generally believed that Doramin consulted his wife as to public affairs; but nobody, as far as I know, had ever heard them exchange a single word. When they sat by the wide opening it was in silence. They could see below them in the declining light the vast expanse of the forest country, a dark sleeping sea of sombre green undulating as far as the violet and purple range of mountains; the shining river like an immense letter S of beaten silver; the brown ribbon of houses following the sweep of both banks, overtopped by the twin hills uprising above the nearer tree-tops. They were wonderfully contrasted: she, light, delicate, spare, quick, a little witch-like, with a touch of motherly fussiness in the way she sat; he, facing her, immense and heavy, like a figure of a man roughly fashioned of stone, with something kind and ruthless in his immobility.

How does the writer use figurative language to bring the scene to life for the reader?

Sometimes, revising is like banging your head against a brick wall...

Look out for figurative language techniques like personification, metaphors, similes and analogies in the texts you're given to analyse in the exam. Don't just identify devices like these, though — always think about their effect on the reader.



Alliteration and Onomatopoeia

Q1 For each extract, circle the technique being used. Explain **one** effect that the technique creates.

a) "The buzz and chatter of the students ruined the tranquillity of the scene."

Alliteration / onomatopoeia

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.....

b) "Bag a Bargain at Brigson's — Portsmouth's Premier Pig Farm!"

Alliteration / onomatopoeia

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Q2 Underline **one** example of alliteration in this advert, then explain its effect on the reader.

A Call for Heroic Hikers!

Are you a fearsome fell-runner? Or maybe you just enjoy long strolls through the hills? Whatever your ability, we want you to sign up for our 40-mile Wilderness Walk to raise money for charities in the local area.



Effect of alliteration:

.....



Q3 Read the following extract from a piece of travel writing.

The streets of Kuala Lumpur are a labyrinth of lost lanes, back-streets, dead-ends and alleys, that twist and turn and double back on themselves. An apparently infinite series of haphazard side streets break out from the main street, like snakes winding across the desert. Heavy trucks rumble past impatiently, whilst thousands of scooters whine and buzz like a swarm of bees, honking horns and hurling out exhaust fumes that stubbornly stagnate in the desperately hot air. The heat is relentless. Even standing still in the shade I can feel the sweat dripping down my forehead.

How does the writer use alliteration and onomatopoeia to convey their attitude to Kuala Lumpur?

I've been revising so long that my bed is beginning to beckon...

Whenever you're looking at a piece of writing, whether it's from a work of fiction or non-fiction, keep an eye (or an ear) out for examples of these literary devices. Some, like onomatopoeia, you probably use yourself without even noticing.



Irony and Sarcasm

Q1 Use the words in the box to complete the following passage about irony and sarcasm.

context literally opposite offence humour

Irony is when a piece of writing uses language to convey the of what the words mean. The reader can tell that the writer is being ironic because of the Irony is often used to add to a text. Sarcasm, however, uses irony to make fun of someone or something. It's sometimes intended to cause

Q2 How does the writer use irony to show the characters' attitudes in the extract below?

"Oh, how dreadful it must be to be marrying someone as rich as Mr Kingsley! To be able to follow every fancy without once having to consider the expense!" said Elizabeth.
 "I have little interest in money, you must understand. I find the possession of a large fortune a quality most unbecoming in a man," Rebecca replied with a smirk.

.....



Q3 Read the following extract from an opinion column in a newspaper.

SATISFACTION GUARANTEED!

The other day I had to phone up my insurance company with the terribly complicated problem of changing my address. After spending twenty thrilling minutes on hold, listening to a variety of boy bands performing their classic hits, I finally got through to the man on whom my lofty ambition rested — Brendan.

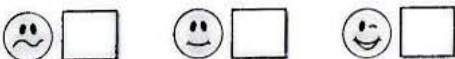
However, there was a slight hitch. It seems that, for such a highly skilled

telephone operative as young Brendan, a task which may appear simple to us mere mortals must in fact be performed with studious precision. Fortunately, his professionalism shone through as he kept me informed that some "technical stuff had gone weird". This was obviously of great comfort to me, as I watched night slowly approach and began to revise my plans for what was left of the week.

How does the writer use irony and sarcasm to convey their attitudes to the company?

Sarcasm — some say it's the lowest form of wit...

Remember that irony is less condescending than sarcasm. Because sarcasm can be nasty, it says as much about the person using it as the person or thing it's directed towards — something to bear in mind when you're analysing texts.



Rhetoric and Bias

Q1 Draw lines to match each sentence to its technique.

- | | |
|--|-------------|
| a) Nothing is more disgusting than a mouldy sandwich. | antithesis |
| b) The sandwich, which had been in the fridge for at least a fortnight, was disgustingly mouldy. | parenthesis |
| c) Far from the sandwich heaven I'd been hoping for, I found myself in sandwich hell. | hyperbole |

Q2 Underline **one** rhetorical technique in this passage. Then, on the lines below, name the technique and explain the effect on the reader.

Who has not felt outraged at the injustice of the world when viewing images of child poverty? We live in a world where millions of children must battle with hunger, thirst and poor sanitation every day. Your donation, if you can find it in your heart to give one, will truly change these children's lives for the better.

Technique:

Effect:

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Q3 Explain why the following text is biased. Use evidence from the text to support your answer.

By far the best hobby for young people is the card game "cribbage". All young people from the ages of eight to eighteen adore playing cribbage. It's easy to learn, doesn't need much equipment and provides hours of fun.

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Rhetoric and Bias

If you need to write about rhetoric or bias in your exam, these exam-style questions will help you prepare.



Q4 Read the following extract from a travel brochure.

Everyone daydreams. When you're stuck in the office — dealing with tricky customers, struggling with spreadsheets, drinking tepid tea — have you ever dreamt of turning your back on the daily drudge and escaping on a luxury break? Well, look no further than Malliwest Holidays — offering the best range of exclusive package holidays for the discerning traveller.

Perhaps your perfect escape features breathtaking Arctic scenery? If so, let us take you on an adventure to Iceland. Here you can be astounded by the otherworldly Northern Lights; you can luxuriate in the world-famous volcanic hot springs; and you can embark on one of our expertly guided whale watching tours.

Or perhaps your idea of adventure is a five-star African safari? Malliwest's safari camps in Kenya offer accommodation in lavish tent complexes, with stunning views over the national park and the services of expert wildlife rangers, who will bring you face to face with animals such as lions, zebra and gazelle.

And if relaxation is what you need, then rest assured that our top-end, all-inclusive beach resorts will satisfy your every desire. From private, white, sandy beaches to stunning infinity pools; from complimentary cocktails to Michelin-starred dining facilities; from award-winning spas to no-expenses-spared suites; your every wish will be catered for by our dedicated, professional staff.

We can't wait to welcome you on your well-deserved break.

How does the writer use rhetorical devices to engage the reader?



Q5 Read the following extracts. Text 1 is from a letter written in the 20th century, and Text 2 is from a piece of travel writing published in the 21st century.

Text 1

Dear Jane,

We arrived yesterday at our hotel in Cyprus — and it's not at all as promised by the travel agents. I'd been looking forward to getting away to the sunshine, but the sweltering heat is overwhelming! We have a dusty old fan in our room, but the incessant whirring has meant we've barely got any sleep. And to add insult to injury, the pool has had to be drained! Needless to say, I will be finding alternative accommodation.

Text 2

The room smelt like its window hadn't been opened for about a century. The wallpaper was peeling. The carpet was a battlefield between all sorts of suspicious stains. Given the state of the rest of the room, I doubted that the 'fresh' bedding was clean, but it was the mattress that really drew my attention — it was like something from a Victorian prison cell, barely a few inches thick.

Compare how the two writers present their ideas and perspectives on their rooms.

Homework is the worst thing ever — students swear that's not hyperbole...

When I tell you that learning this stuff is really important, I'm not exaggerating. Understanding bias and the rhetorical devices on these pages will really help you to write specific (and impressive) analysis about texts. Sounds good to me.



Descriptive Language

- Q1** Use the words in the box to complete the following sentences about descriptive writing.

agree engaging build contrasting

Descriptive writing makes a text for the reader.

A writer can an overall description throughout a text, by using sentences with descriptions or descriptions that with each other.



There was sand. And more sand. That's all I've got.

- Q2** Find an example in the extract below of each of the following descriptive techniques.

The air smelt of scorched grass. I could feel the blistering sun burning into my skin as I trudged slowly through the prickly, dry vegetation, my heavy load cutting cruel lines into my drooping shoulders. In the distance, the air shimmered in waves with the heat. I felt as if I were underwater, constantly being pulled back by the tidal drag of the temperature, every step an effort, every breath a trial.

Descriptive adjectives:

Describing different senses:

Descriptive verbs:

Imagery:

- Q3** Circle which extract is the better example of descriptive writing and explain your answer using examples from the text.

i) *My first football match was great. The sights and sounds were amazing.*

ii) *I remember my first football match so clearly: the sound of the fans as loud as ten jet engines; the emerald green pitch; and the buzzing, electric atmosphere. I'll never forget it.*

I think extract **i) / ii)** is the most descriptive because

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Descriptive Language



Q4 Read the following extract from a short story.

A dark, desolate December night, a night that clung to the city like a wet black shroud, a night in which the heavy, low-hanging vapours melted every now and then into a slow, reluctant rain, cold as icicle-drops in a rock cavern. People passed and repassed in the streets like ghosts in a bad dream; the twinkling gas-light showed them at one moment rising out of the fog, and then disappearing from view as though suddenly engulfed in a vaporous ebony sea. With muffled, angry shrieks, the metropolitan trains deposited their shoals of shivering, coughing travelers at the several stations, where sleepy officials, rendered vicious by the weather, snatched the tickets from their hands with offensive haste and roughness. Bus conductors grew ill-tempered and abusive without any seemingly adequate reason; shopkeepers became flippant, disobliging, and careless of custom; cabmen shouted derisive or denunciatory language after their rapidly retreating fares; in short, everybody was in a discontented, almost spiteful humour, with the exception of those few aggressively cheerful persons who are in the habit of always making the best of everything, even bad weather.

How does the writer use descriptive language to create a negative atmosphere?



Q5 Read the following extract from a piece of fiction, in which a character known as the Canterville Ghost is on his way to visit Washington Otis's room in order to scare him.

Finally he reached the corner of the passage that led to luckless Washington's room. For a moment he paused there, the wind blowing his long grey locks about his head, and twisting into grotesque and fantastic folds the nameless horror of the dead man's shroud. Then the clock struck the quarter, and he felt the time was come. He chuckled to himself, and turned the corner; but no sooner had he done so than, with a piteous wail of terror, he fell back, and hid his blanched face in his long, bony hands. Right in front of him was standing a horrible spectre, motionless as a carven image, and monstrous as a madman's dream! Its head was bald and burnished; its face round, and fat, and white; and hideous laughter seemed to have writhed its features into an eternal grin. From the eyes streamed rays of scarlet light, the mouth was a wide well of fire, and a hideous garment, like to his own, swathed with its silent snows the gigantic form. On its breast was a placard with strange writing in antique characters, some scroll of shame it seemed, some record of wild sins, some awful calendar of crime, and, with its right hand, it bore aloft a sword of gleaming steel.

In this extract, there is an attempt to use descriptive language to show the Canterville Ghost's experience of being scared by something. Evaluate how successfully this is achieved.

I'll describe myself — good looking, smells of roses, voice like an angel...

A great description really makes a piece of writing. In your exam, try to comment on the effect of specific techniques — like similes, metaphors and descriptive words and phrases — as well as the overall impression that the description creates.



Narrative Viewpoint

Q1 Use the words in the box to complete the following sentences about narrative viewpoint.

first-person detached perspective third-person personal

The narrative viewpoint is the narrator's on the text. A narrator is not one of the characters, so they describe the characters using words like 'he' and 'she'. This type of narration is more, as it is separate from the characters.

A narrator will tell the story using words such as 'I' and 'me'. This creates a very link between the reader and the narrator.

Q2 For each extract below, write whether it uses a first-, second- or third-person narrator.

- a) The detective couldn't help but admire the thieves' handiwork.
- b) We crouched behind the sofa, trembling with fear.
- c) "I don't remember," she said, but a memory was stirring in her mind.
- d) You hurry down the dark street, heart thudding, head spinning.
- e) "You have to run," I whispered urgently, "they'll be here soon."

Q3 Explain why using a first-person narrator is effective in the extract below. Use evidence from the text to back up your answer.

They told me I was in safe hands. They told me I wouldn't feel a thing. I knew I should believe them. But lying there on the operating table, with the doctor looming over me like a dark cloud obstructing the sun, all I could feel was terror. He glanced at me reassuringly, and I pasted a smile on my face in return, but inside I felt as if someone had filled my gut with ice, and I could feel a cold sweat breaking out on my palms.

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Narrative Viewpoint



- Q4** Read the following extract in which Castanier is working late one night.

As Castanier sat at the table, the light from a lamp shining full on his bald head and glistening fringe of iron-gray hair that surrounded it — this baldness and the round outlines of his face made his head look very like a ball.

Suddenly he looked up as if a needle had pricked him. “You are not alone!” a boding voice seemed to cry in his heart; and indeed he saw a man standing at the little grated window of the counting-house, a man whose breathing was so noiseless that he did not seem to breathe at all.

For the first time in his life the old soldier felt a sensation of dread that made him stare open-mouthed and wide-eyed at the man before him; and for that matter, the appearance of the apparition was sufficiently alarming even if unaccompanied by the mysterious circumstances of so sudden an entry. The rounded forehead, the harsh coloring of the long oval face, indicated quite as plainly as the cut of his clothes that the man was an Englishman, reeking of his native isles. You had only to look at the collar of his overcoat, at the voluminous cravat which smothered the crushed frills of a shirt front so white that it brought out the changeless leaden hue of an impassive face, and the thin red line of the lips that seemed made to suck the blood of corpses; and you could guess at once at the black gaiters buttoned up to the knee, and the old-fashioned costume of a wealthy Englishman dressed for a walking excursion.

How does the writer use narrative viewpoint to show Castanier’s experiences?



- Q5** Read the following extract from a piece of fiction.

So far, I had not opened my eyes. I felt that I lay upon my back, unbound. I reached out my hand, and it fell heavily upon something damp and hard. There I suffered it to remain for many minutes, while I strove to imagine where and what I could be. I longed, yet dared not to employ my vision. I dreaded the first glance at objects around me. It was not that I feared to look upon things horrible, but that I grew aghast in case there should be nothing to see. At length, with a wild desperation at heart, I quickly unclosed my eyes. My worst thoughts, then, were confirmed. The blackness of eternal night encompassed me. I struggled for breath. The intensity of the darkness seemed to oppress and stifle me. The atmosphere was intolerably close. I still lay quietly, and made effort to exercise my reason. I brought to mind the proceedings, and attempted from that point to deduce my real condition. Yet not for a moment did I suppose myself actually dead. Such an idea, notwithstanding what we read in fiction, is altogether inconsistent with real existence; — but where and in what state was I?

In this extract, there is an attempt to use narrative viewpoint to show the experience of something unexpected happening. Evaluate how successfully this is achieved.

I know why they call it the first person — because I’m number one...

Alas, identifying if a text uses the first, second or third person is usually the easy part of the exam. The harder part is trying to understand why the author has chosen a particular viewpoint — you’ll need to write about the effect that it has.



Structure — Sentence Forms

Q1 Label each sentence below as either simple, compound or complex.

- a) Gazing longingly out to sea, the sailor dreamed of adventure.
- b) I waited for an hour, but he never arrived.
- c) She listened in shock to the news on the radio.
- d) He never imagined that people could live in such poverty.
- e) The sun rose reluctantly, casting sombre shadows across the fields.
- f) Night was closing in fast, so we needed to find the path soon.

Q2 The four sentences below say a similar thing in different ways.

- a) Bullying in schools is a serious problem. c) Haven't you had enough of bullying?
- b) Stop bullying today. d) We must stop bullying!

For each sentence, identify the type of sentence using the options in the box, then explain why a writer might have chosen each one. The first answer has been done for you.

statement	exclamation
question	command

a) Sentence type: *statement*

Using a clear statement makes the writer sound serious and objective. The writer might have chosen to use a statement to emphasise that bullying is a serious topic.

b) Sentence type:

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c) Sentence type:

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d) Sentence type:

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Structure — Sentence Forms

Now you've covered different sentence forms, have a go at these longer questions to put your knowledge to good use. Then tick a box at the bottom of the page to show how you did.



Q3 Read the following extract from a piece of fiction.

In less than a quarter of an hour they had started; and Bernardine leaned luxuriously back to enjoy to the full her first sledge-drive.

It was all new to her: the swift passing through the crisp air without any sensation of motion; the sleepy tinkling of the bells on the horses' heads; the noiseless cutting through of the snow-path.

All these weeks she had known nothing of the country, and now she found herself in the snow fairy-land of which the Disagreeable Man had often spoken to her. Around, vast plains of untouched snow, whiter than any dream of whiteness, jewelled by the sunshine with priceless diamonds, numberless as the sands of the sea. The great pines bearing their burden of snow patiently; others, less patient, having shaken themselves free from what the heavens had sent them to bear. And now the streams, flowing on reluctantly over ice-coated rocks, and the ice cathedrals formed by the icicles between the rocks.

And always the same silence, save for the tinkling of the horses' bells.

How does the writer use sentence forms to show Bernardine's experience of the sleigh ride?



Q4 Read the following extract from a biography.

The shot rang out. Jane powered off the blocks. The sound of the stadium had faded now, and only one thing mattered: putting one foot in front of the other, faster than she had ever done before. This was her race. She was born for this! Her blood pounded in her ears as she sprinted round the track.

In the distance, the finish line was approaching. There were still two runners ahead of her. Faster! Jane urged herself on. Her legs burned. Her lungs screamed. But she was gaining on them. She overtook one. Still faster! At the last second, she overtook the final competitor and her foot came down first, landing triumphantly over the white line.

Jane slowed to a halt, and doubled over with her hands on her knees as she gasped for breath. Wiping the sweat from her eyes, she looked up again at the stadium, and nearly cried with joy. Thousands and thousands of people were on their feet, cheering; they were waving flags and calling her name, smiles reaching from ear to ear. She could hardly believe it. All the months of hard training had paid off and she had achieved her lifelong dream: she had won a gold medal at the Olympics.

The writer attempts to engage the reader by using different sentence forms. Evaluate how successfully this is achieved.

"And your sentence shall be — two hours of revision! Mwah ha ha..."

Sentences might seem easy enough, but they're fundamental to a piece of writing. It's worth taking the time to perfect your skills at analysing them closely. Ask yourself *why* the sentence has been written like it has, and think about its effects.



Structure — Fiction and Non-Fiction

Q1 Draw lines to match each structural technique with its definition.

- | | |
|------------------------------|--|
| a) Non-linear writing | i) When the point of view of a text moves between different characters and/or locations. |
| b) Perspective shifts | ii) Writing that tells the events of a story in chronological order. |
| c) Linear writing | iii) Writing that tells the events of a story in a non-chronological order. |



Proof that structure is important.

Q2 Read the extract below.

It was one of those frosty winter mornings. The sky was a clear forget-me-not blue, and the grass stood rigid and silver with frost. Robins chirped proudly as they flittered in and out of the glittering bramble bushes. The kitchen sang with the smell of hot, buttered toast and fried bacon. A large, red pot of tea sat on the kitchen table, steam curling from its spout.

Cross out the incorrect word from each pair of bold words.

- a) This extract opens with **description** / **dialogue**.
- b) This means that the reader's focus is initially on the **setting** / **characters**.
- c) It moves the reader's attention from **outside** / **inside** to **outside** / **inside**.

Q3 The purpose of the extract below is to advise. It has been structured into paragraphs. On the lines below, explain how the paragraphs help the text to achieve its purpose.

Trying to de-clutter your life? Don't worry — we've got all the tips and tricks you need! Firstly, set yourself a target. Whether it's cutting down your wardrobe by half, or filling a specific box with cast-offs, having a clear goal in mind will help you to de-clutter efficiently. When you've decided on a target, it's time to get de-cluttering! Enlist your friends and family so that it's not too boring a chore, and you'll be finished with the job in no time. It's tough, but just think how great you'll feel when your life is as clutter-free as can be.

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Structure — Fiction and Non-Fiction



Q4 Read the following extract from a novel. Patrasche, a dog, is searching for Nello, a boy.

Snow had fallen freshly all the evening long; it was now nearly ten; the trail of the boy's footsteps was almost obliterated. It took Patrasche long to discover any scent. When at last he found it, it was lost again quickly, and lost and recovered, and again lost and again recovered, a hundred times or more.

The lamps were blown out; the roads were sheets of ice; the impenetrable darkness hid every trace of habitations; there was no living thing abroad. All the cattle were housed, and in all the huts and homesteads men and women rejoiced and feasted. There was only Patrasche out in the cruel cold — old and famished and full of pain, but with the strength and the patience of a great love to sustain him in his search.

The trail of Nello's steps, faint and obscure as it was under the new snow, went straightly along the accustomed tracks into Antwerp. It was past midnight when Patrasche traced it over the boundaries of the town and into the narrow, tortuous, gloomy streets. It was all quite dark in the town, save where some light gleamed ruddily through the crevices of house shutters, or some group went homeward with lanterns chanting songs. The streets were all white with ice; the high walls and roofs loomed black against them. There was scarce a sound save the riot of the winds down the passages as they tossed the creaking signs and shook the tall lamp-irons.

In this extract, structural features are used in an attempt to show the difficulties Patrasche encountered while searching for Nello. Evaluate how successfully this is achieved.



Q5 Read the following extract from a newspaper article.

BAKING AND BONDING

After a week spent with my grandma, participating in the gentle, unhurried life of a retiree, I've come to a conclusion: we should all be baking more.

There's nothing quite as relaxing as baking. The therapeutic act of beating the eggs and the sugar together in a sturdy bowl; the anticipation as you wait for it to bake — what better way to unwind?

Baking can provide an invaluable bonding opportunity, too. Last week, I got to spend some quality time with my

granny, as we bickered over which order to mix in the ingredients and swapped secrets for getting the perfect bake.

In the modern world, some may argue that there's no time for the domestic pursuits of yesteryear — why bother, when 24-hour supermarkets will sell us whatever we like, whenever we like it?

Well, as Granny and I can attest, sometimes it's best to take a break from the pressures of modern life. And if, in the process, you end up with a delicious batch of home-cooked goodies... well, that's just the icing on the cake.

How does the writer use structural features to persuade the reader to bake more?

This workbook is structured so that you ace your exams...

Both fiction and non-fiction texts are structured for maximum effect. Non-fiction is often structured to make its content clear, or to have a persuasive effect. Fiction can be structured to engage the reader in its events, settings or characters.



Writing with Purpose

- Q1** Put each of the following writing techniques into the appropriate column of the table, depending on whether they're more common in informative or persuasive writing.

an impersonal tone

rhetorical questions

technical terms

emotive language

Informative writing	Persuasive writing



The leader of the 'no to school uniforms' campaign was a formidable opponent.

- Q2** Complete this brief plan to show how you would structure a speech arguing in favour of school uniforms.

Introduction: *Clearly outline the main points of the argument.*

1)

2)

3)

Conclusion:

- Q3** Rewrite the informative text below so that it persuades the reader to visit the church.

Lyttlewich Church

Situated in the rural village of Lyttlewich, Howtonshire, Lyttlewich Church is one of the oldest churches in the country: some parts of the church were built in 984 AD. The church receives thousands of visitors a year, and is particularly renowned for its artwork, which has recently been restored.

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Writing with Purpose

If you've mastered those short questions, here are some exam-style questions to have a crack at. When you're done, tick a box at the bottom of the page to show how you got on with the whole lot.



Q4 Answer the exam-style question below.

Write the text for a speech you will give to your peers to advise them on the importance of getting enough sleep.

You could include the following things, as well as any other ideas you might have:

- the benefits of a good night's sleep
- the consequences of not getting enough sleep
- ways to make sure you get enough sleep.



Q5 Answer the exam-style question below.

Your school governors have suggested making creative subjects such as Art and Drama compulsory for all students.

Write the text for a speech to be given to the school governors giving your views.

You could include the following things, as well as any other ideas you might have:

- whether you think it's important to study creative subjects
- the benefits of studying creative subjects
- other subjects that you think are important to study.



Q6 Answer the exam-style question below.

Look at the images provided.

Write creatively about a time when you, or someone else, took part in a sports event.

Your response could be real or imagined.

You may wish to base your response on one of these images.



Purr, puss... there's a joke in there somewhere...

It's really important to keep your purpose in mind when you're answering writing questions. As part of your exam preparation, make sure to practise spotting the purpose in these types of question, and adapting your writing to match.



Writing for an Audience

Q1 Rewrite each sentence below so that it's appropriate for an audience who have no expertise on the subject.

- a) "Fertilisers provide phosphorus and potassium, which are essential for plant growth."

Fertilisers provide things that plants need to grow.

- b) "The ossicle bones in the ear (the malleus, incus and stapes) are some of the smallest in the human skeleton."

- c) "Roman legionaries used javelins and throwing-darts to defeat their enemies."

Q2 Write down a good opening sentence for each of the texts below. Make sure it's suitable for the audience given in the question.

- a) An article for a teenage magazine, in which you say that schools should spend more time teaching students how to manage their money.

- b) Instructions for a primary school student to teach them how to bake a cake.

Q3 The extract below is from a letter written to a familiar audience. Rewrite it on the lines below as if you were writing to a local newspaper.

The quality of the fresh fruit in the shops around here is ridiculous — I couldn't find a decent apple anywhere!

Writing for an Audience

Remember to think about who your audience might be as you answer these questions.



Q4 Answer the exam-style question below.

Look at the images provided.

Write about a dangerous experience for a creative writing magazine.

Your response could be real or imagined.

You may wish to base your response on one of these images.



Q5 Answer the exam-style question below.

Write the text for a speech you will give to your peers giving essential advice about road safety.

You could include the following things, as well as any other ideas you might have:

- what you think road safety means
- information about accidents involving people crossing the road
- advice on how to protect yourself and others when using the road.



Q6 Answer the exam-style question below.

You are going to enter a local creative writing competition. Your task is to write about a day when you, or someone you know, spent time outdoors.

Your response could be real or imagined.

I hypnotise my audience to keep their attention...

You are feeling sleepy... very sleepy... and on the count of three, you'll be able to answer every question in this book with great ease... Ah, if only it were that simple. Sadly, the only way to get the hang of writing questions is to practise. Lots.



Creative Writing

- Q1** Use the words in the box to complete the following sentences about how to begin a piece of creative writing.

attention middle clichés character engage direct

Creative writing needs to immediately the reader.

This is often achieved by starting in the of the

action or by introducing an unusual Creative

writing can also use address to grab the reader's

..... — but it needs to avoid



By the sixteenth read-through, Clara's favourite story was starting to grate on Ron.

- Q2** Imagine you are going to do a piece of creative writing about somebody who's lost in a forest.

a) Write down a good opening sentence to grab your reader's interest.

.....

.....

b) Write down two descriptive adjectives you could use, and explain their effect.

.....

.....

c) Write down a simile you could use.

.....

- Q3** Write the closing sentences for each of the texts below.

a) A story about a spaceship that crashes on an alien planet.

.....

.....

b) A story set on a desert island.

.....

.....

Remember that the ending of a piece of creative writing needs to leave an impression on the reader.

Creative Writing

- Q4** Rewrite the passage below, replacing the underlined words with more interesting descriptive vocabulary.

The long branches of the tall tree moved in the wind, dropping leaves all over the green grass underneath.

.....

.....

.....

- Q5** Use descriptive imagery to write a sentence about each of the things below.

a) An old car.

.....

b) An urban landscape.

.....

c) The feeling of embarrassment.

.....

- Q6** In the box below, make a plan for a piece of creative writing about a time when you, or someone you know, had to make a difficult decision.

You could plan your piece in different ways, e.g. you could do a written plan or a spider diagram.

Creative Writing

Time to put all that short practice... into practice. Here are some exam-style questions to sink your teeth into.



Q7 Answer the exam-style question below.

Write about an experience in your local area.

Your response could be real or imagined.



Q8 Answer the exam-style question below.

Write about an experience in which an animal played an important role.

Your response could be real or imagined.



Q9 Answer the exam-style question below.

Look at the images provided.

Write about a time you, or someone you know, received something new.

Your response could be real or imagined.

You may wish to base your response on one of these images.



Are you sitting comfortably? Then I'll begin...

Don't underestimate paper 1, section B — it's tempting to think it's less important than section A, but it's worth more marks than all of the reading questions put together. Use your imagination to write something that really stands out.



Travel Writing

- Q1** Use the words in the box to complete the following sentences about travel writing.

opinions conversational newspapers place first entertain

Travel writing is always about a specific It is commonly found in and books. It is used to convey the writer's about a place. Its purpose is often to It uses a tone and is often written in the person in order to engage its audience.

- Q2** The text below contains information about a coastal town. Use the information to write a short passage about Marlverston for a piece of entertaining travel writing.

Marlverston Key Facts

Population: 33,000

Attractions: medieval castle,

Geography: cliffs, beaches

children's theme park

.....

.....

.....

.....



- Q3** Answer the exam-style question below.

Write a piece of travel writing for a magazine about camping holidays.

You could include the following things, as well as any other ideas you might have:

- reasons why people choose to go camping
- some things to think about when packing to go camping
- whether you think camping is enjoyable.

Finished these? Travel write on over to the next page...

Travel writing lets you go to far-flung parts of the world right from your exam hall. You've still got to display some cracking writing skills though, so be sure to use interesting language and a great structure to make your writing engaging.



Writing Articles

Q1 Read the exam question and then answer the questions below.

Your friend has said that students should be allowed time off for all religious holidays, not just Christmas and Easter.

You have decided to write an article for your school newspaper to share your views on this idea. You could write in favour or against this idea.

a) What is the purpose and who are the audience in this question?

Purpose: **Audience:**

b) Write a rhetorical question which you could use in this article.

.....

c) Make up a believable fact or statistic which you could include.

.....

Q2 Read the question below, then write a good opening sentence on the lines underneath.

Your local Member of Parliament has said that the human race is not doing enough to protect the planet's endangered species.

Write an article for a wildlife magazine giving your views.

.....

.....

Q3 Read the sentences below, then rewrite them so that they're suitable for an article in a scientific journal.

a) "When it comes to the country's love of smoking, the doctors' warnings are clear — we can't carry on like this."

Doctors have warned of the problems the nation faces if the number of smokers does not decrease.

b) "We're using plastic at the rate of 500 bathtubs a minute — this absurd consumption just can't continue."

.....

c) "We thought they'd died out ages ago, but a maripose butterfly has just been discovered by scientists in Peru — amazing!"

.....

Remember — journals usually use a formal register and a detached tone.

Writing Articles

You'll know what's coming by now... yep, it's some exam-style questions to really test your talents.



Q4 Read the following extract from the pages of a national newspaper.

CRISIS FOR CLASSICAL MUSIC

A report released today by the RBMS (Royal British Music Society) claims that up to 50% of young people in Britain have never listened to a piece of classical music. A further 24% say that they have heard a piece of classical music, but 'would not choose' to listen to the genre.

The report, which was commissioned by the Society in response to a decline in attendance at many live concerts, has

provoked concern amongst the musical fraternity, with many claiming that classical music could meet an untimely end if further action is not taken.

Luigi Piccolo, head of the world-renowned Royston Philharmonic Orchestra, said: "Over the next fifty years or so, we're going to become completely irrelevant. It's time to start appealing to a wider audience."

Write an article to be published in the newspaper giving your views on the report.

You could include the following things, as well as any other ideas you might have:

- why you think young people aren't listening to classical music
- whether you think classical music is as good as other types of music
- how young people could be encouraged to listen to classical music.



Q5 Answer the exam-style question below.

Write an article for your local newspaper on how to spend less time in front of screens.

You could include the following things, as well as any other ideas you might have:

- why spending lots of time in front of screens is bad for you
- other things you can do that don't involve screens
- the benefits of doing more active hobbies and activities.



Q6 Answer the exam-style question below.

Write an article for a magazine about ways to get the most out of your day.

You could include the following things, as well as any other ideas you might have:

- any routines you recommend to help you start the day well
- any bad habits that can have a negative impact on your day
- why people should follow your advice.

I fell asleep whilst reading that — must have been a snooze-paper...

Hopefully you're now feeling suitably in the know about writing articles. Don't forget that there are lots of different types of article, though — make sure you read the question carefully, and adapt your tone, language and style to match.



Writing Reports and Essays

Q1 Each of the extracts below is inappropriate for a report. Rewrite each one so that it's appropriate for this form.

- a) "Some people agree with the idea of scrapping university fees, and some don't, so I'm not really sure what we should do."

.....

.....

- b) "The whole idea's complete twaddle, to be honest."

.....

- c) "I really think we should invest in the new community centre!"

.....



Q2 Answer the exam-style question below.

A resident of Lower Birdsville has written to their MP, Mr Yates, expressing concern about the decline in the local bird population.

Imagine you are Mr Yates. Write an essay to be posted on your local council's website giving your views.

You could include the following things, as well as any other ideas you might have:

- facts and statistics about birds in your local area
- why the bird population might be declining and whether it is a problem
- things you are going to do to help improve the situation.

It's great to back up your points with facts and statistics, but they don't always have to be accurate — you can make up realistic statistics in the exam.



Q3 Answer the exam-style question below.

It has been suggested that footballers should be legally required to donate at least 50% of their earnings to charity.

Write a report for the government on the benefits and drawbacks of this idea.

You could include the following things, as well as any other ideas you might have:

- information about footballers' earnings
- the potential positive and negative effects of the idea
- your recommendation on whether the idea should be put into action.

If this exam doesn't go well I'm going to write to my MP...

There's a lot to take in on this page. You might be asked to write a report or an essay in that pesky exam, though, so it's important you make sure you've got your head around the way they're written before you move on to the next page.



Writing for a Reference Book

- Q1** Use the words in the box to complete the following sentences about reference books.

opinions reliable easy formal information

Reference books are used to look up, which should be to find and follow. It's important that the writer avoids including their own and uses a tone and subject-specific vocabulary to sound and trustworthy.



Richard had found an ingenious way to make sure he could be found and followed.

- Q2** Write a brief entry for a reference book for each of the following topics:

a) mobile phones

.....

.....

.....

b) your favourite animal

.....

.....

.....



- Q3** Answer the exam-style question below.

Write a section in a textbook to help people who have a new pet.

You could include the following things, as well as any other ideas you might have:

- information about different pets and their needs
- advice on feeding and looking after a new pet
- how to avoid common mistakes with a new pet.

I've sent so many messages to my friends they'd easily make a text-book...

It's worth trying to answer the exam practice questions as if you were in an exam, so try making a plan before you start writing your answer. It's tough, but it'll pay off in the long run — all this practice will make it easier in the real exam.



Writing Reviews

Q1 Write a brief plan for a review of a book you've read recently.

Introduction:

Outline of the plot:

.....

Highlights:

Things you didn't like about it:

Summary:

.....

Q2 The extracts below are from a review of a new band.
Rewrite the extracts so they're more engaging for a teenage audience.

a) "The band's music is new and different to that of other bands."

.....

b) "The band members are good at playing their instruments."

.....

c) "The lyrics addressed a variety of topics."

.....



Q3 Answer the exam-style question below.

Write a review for your community newsletter about your favourite film.

You could include the following things, as well as any other ideas you might have:

- what the film is about and who stars in it
- good and bad things about the film
- who you would recommend the film to.

I've reviewed the situation, and I think it's time for another biscuit...

Reviews are your opportunity to really give your opinion on something, like the latest film or a new book, rather than just nattering about it over lunch. Don't forget about your audience and purpose though — who you're writing for and why.

Writing Speeches

Q1 Read the following bits of advice for speech writing and circle if they're true (T) or false (F).

- a) Speeches should start with a dramatic statement and then slowly wind down. (T / F)
- b) You should try to make your speech appropriate for reading out loud. (T / F)
- c) If you're writing a speech, it can be helpful to address your audience directly. (T / F)



"Well helloooo Wembley!"

Q2 You are writing a speech to encourage local residents to recycle more often. Write a sentence for the speech which uses each of the following language techniques.

- a) Directly addressing the audience

Sometimes the effort of sorting out your recycling feels like a big waste of your time.

- b) A rhetorical question

.....

- c) An exclamation

.....

- d) A list of three

.....

Ladies and Gentlemen, I declare that the time is right for some exam-style practice.



Q3 Answer the following exam-style question.

A celebrity campaigner wants to ban pizza from being served to anyone under the age of eighteen.

Write the text for a speech to be delivered at a national conference of restaurant owners giving your views.

You could include the following things, as well as any other ideas you might have:

- why pizza could be considered unhealthy
- why people like to eat pizza
- suggestions for things restaurants could serve instead of pizza.

I'm making an easy Italian meal for dinner — it's a pizza cake...

The questions on this page should have made you feel more confident about writing speeches that have a strong impact on their audience. Try to make your speech memorable — you really need to be able to engage your audience here.



Writing Letters

Q1 How would you start and end letters to the following people? The first one has been done for you.

a) Your headteacher

Start: *Dear Ms Coombes*

End:

b) Your best friend

Start:

End:

c) Your local fire safety officer (you don't know their name)

Start:

End:

Q2 Imagine you're writing a letter to your head of year to argue that year 11 should be provided with a common room. Write a short paragraph from this letter on the lines below.

.....

.....

.....

.....

One bit of exam practice stands between you and the end of section four — see it done and freedom is yours.



Q3 Answer the following exam-style question.

Your local newspaper has published an article called
'Should we build more houses in rural areas?'

Write a letter to the newspaper giving your views.

You could include the following things, as well as any other ideas you might have:

- reasons more houses might need to be built
- the possible impact building the houses could have on the landscape
- alternative ways to solve the problem of a shortage of housing.

I'm quite good at writing letters — A, Q, R, Z, F...

Don't worry if you get a question that asks you to write in a more modern form, like an email. Just make sure you adapt your writing to the audience and purpose in the question, and definitely avoid including any text speak or smiley faces.



Paper 1 — Questions

In this section, you get to be the examiner. You'll look at some students' answers to exam questions and decide what marks they should get. It'll help you understand what the examiners are looking for — which will improve the quality of your answers. Here's how it works:

- 1) Read the sample exam questions and text on pages 59-61. They're similar in style to the ones you'll get in paper 1 (called Fiction and Imaginative Writing).
- 2) You don't have to answer the questions. Instead, on pages 62-69 there are some sample student answers for you to mark.
- 3) For each question, we've given you a mark scheme. You can use this to decide how many marks each of the sample answers is worth.

Section A — Reading

1. From lines 1-7, identify a phrase which shows that the housekeeper and Berta's father have not based their opinions about Adrian Baker on fact.

(Total for Question 1 = 1 mark)

2. From lines 11-19, give **two** ways the writer shows that Adrian Baker has a lot of money.

You may use your own words or quotations from the text.

(Total for Question 2 = 2 marks)

3. In lines 14-23, how does the writer use language and structure to show how Adrian Baker was treated on arriving in the city?

Support your views with reference to the text.

(Total for Question 3 = 6 marks)

4. In this extract, there is an attempt to create an atmosphere of mystery.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(Total for Question 4 = 15 marks)

Paper 1 — Questions

Section B — Imaginative Writing

SECTION B — Imaginative Writing

Answer ONE question.

EITHER

5. Write about a time when you realised your first impression of someone was wrong.

Your response could be real or imagined.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(Total for Question 5 = 40 marks)

OR

6. Look at the images provided.

Write about an experience in which money played an important role.

Your response could be real or imagined.

You may wish to base your response on one of the images.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(Total for Question 6 = 40 marks)



Paper 1 — Exam Text

This is the text to go with the questions on pages 59-60. It's an extract from a short story by José Selgas, a Spanish author. The story is about Berta, a teenage girl living in Spain, and her new neighbour, Adrian.

The White Butterfly

It is all very well for the housekeeper to regard Adrian Baker as the devil in person, or as a man possessed by the devil, or at least as an extraordinary being, who possesses the diabolical secret of some wonder-working philtre*. It is all very well for Berta's father to see in him a masterful mind and an eccentric nature. Berta's father and the housekeeper may very well attribute to him marvellous powers, suggested by their own excited imaginations; but we must not share in those hallucinations, nor are we to conclude from them that Adrian Baker is outside the common law to which ordinary mortals are subject.

This is evident; but, still, who is Adrian Baker?

We shall present here all the information that we have been able to gather about him, and let each one draw from it the conclusion he pleases.

It is not yet quite two years since one of the carriages which transport passengers from the railway station to the city which is the scene of our story, drove rapidly from the station; the energy with which the coachman whipped up his horses showed the haste or the importance of the travellers it carried.

This carriage entered the city and stopped before the door of the best hotel of the place; there the solitary traveller it carried alighted from it, and this traveller was Adrian Baker. He was enveloped in a travelling great-coat** lined with costly fur. The eagerness with which the waiters of the hotel hastened to meet him showed that they had discovered in the new guest a mine of tips. The coachman took his leave of him, hat in hand, and as he turned away looked around at the bystanders, displaying to them a gold coin in his left eye.

Nothing more was needed to cause the luggage of the guest to be whisked off to the most sumptuous room in the hotel. Seven cities of Greece disputed with one another the honor of having been the birthplace of Homer***; more than seven waiters disputed with one another the honor of carrying Adrian Baker's valise****. He was like a king entering his palace.

For several days he was to be seen alone and on foot, traversing the streets and visiting the most noteworthy buildings; then, alone also, but in a carriage, he was to be seen viewing the wildest and most picturesque spots in the neighborhood, with the attention of an artist, a philosopher, or a poet.

He was affable***** and easy in his manners; and he soon had many friends who talked admiringly of his eccentricities, of his riches, and of his learning; so that he was for some time the lion of the day, and therefore the favorite subject of every conversation. To win his friendship would have been for the men a triumph; and to win his heart would have been for the haughtiest woman more than a triumph; but Adrian Baker kept his inmost heart closed alike to friendship and to love; so that only three things were known about him — that he was young, that he was rich, and that he had travelled over half the world.

He was supposed to be an Englishman, a German, or an American; in the first place, because he was fair, and in the second place, because, although he spoke Spanish as if it were his native tongue, a certain foreign flavor was to be noticed in his accent, which each one interpreted according to his fancy.

This is all that was known about Adrian Baker. We now know, therefore, that the mysterious Adrian Baker was neither more nor less than Berta's neighbor himself.

Glossary

* philtre — love potion

** great-coat — a long, heavy coat

*** Homer — a famous ancient Greek author

**** valise — suitcase

***** affable — friendly and easy to talk to

Paper 1, Question 1 — Sample Answers

This page gives you advice for marking question 1 of the sample exam. Read this information and digest it. Then you'll be ready to have a go at marking the student answers underneath.

Here's a reminder of question 1

1. From lines 1-7, identify a phrase which shows that the housekeeper and Berta's father have not based their opinions about Adrian Baker on fact.

(Total for Question 1 = 1 mark)

Question 1 is about finding a phrase

- 1) Question 1 tests the ability to find information or ideas in the text.
- 2) There is one mark available for one correct phrase.
- 3) The phrase must come from the right part of the text (lines 1 to 7).
- 4) The phrase must show that the housekeeper and Berta's father have not based their opinions about Adrian Baker on fact.



Tommy was ready to look for information or ideas in the text.

Now try marking these answers

Here's your chance to be the examiner.

- 1) Make sure you've read the advice above.
- 2) Use it to decide whether each of these answers deserves a mark.
- 3) Explain how you've decided on the marks in the lines below the answers.

Answer 1 1. "It is all very well for Berta's father to see in him a masterful mind"

This answer gets ☐ mark(s) out of 1 because

.....

.....

Answer 2 1. "suggested by their own excited imaginations"

This answer gets ☐ mark(s) out of 1 because

.....

.....

Paper 1, Question 2 — Sample Answers

Question 2 is testing the same skill as question 1. Read the advice below then mark the sample answers.

Have another look at question 2

2. From lines 11-19, give **two** ways the writer shows that Adrian Baker has a lot of money.

You may use your own words or quotations from the text.

(Total for Question 2 = 2 marks)

Question 2 asks you to give two ways something is shown

- 1) Question 2 is about the ways a piece of information or an idea is shown in the text.
- 2) There are a maximum of two marks available. One mark is awarded for each correct point made.
- 3) Your points must refer to the right part of the text — lines 11 to 19.
- 4) Each point must give a way you can tell that Adrian Baker has a lot of money.
- 5) You can use your own words or quote the text directly in your answer.

Now have a go at marking these answers

- 1) Read the advice above and use it to give each answer a mark out of 2.
- 2) Explain how you've decided on the marks in the lines below the answers.

Answer 1

2. *He comes to the city in a carriage that was moving with "haste".
He is wearing "a travelling great-coat lined with costly fur".*

This answer gets ☐ mark(s) out of 2 because

Answer 2

2. *He is staying at "the best hotel of the place".
He gives the coachman a big tip.*

This answer gets ☐ mark(s) out of 2 because

Paper 1, Question 3 — Mark Scheme

It's time for question 3. Have a read of this page before marking the answers on page 65.

Here's question 3 again

3. In lines 14-23, how does the writer use language and structure to show how Adrian Baker was treated on arriving in the city?

Support your views with reference to the text.

(Total for Question 3 = 6 marks)

Question 3 is about analysing language and structure

- 1) In question 3, answers need to explain how the writer uses language and structure to achieve effects and influence the reader.
- 2) There are a maximum of six marks available.
- 3) Points and examples need to come from the correct part of the text (lines 14 to 23).
- 4) The points all need to be about how the writer is describing the way that Adrian Baker was treated.
- 5) Answers should use the correct technical terms to identify different features of language and structure.
- 6) They then need to fully explain the effect that each feature has on the reader.
- 7) You need to write about both language and structure to get three or more marks.

Use this mark scheme to mark question 3

When you're marking an answer, look at this table and work out which level description fits the answer best, then award the answer the mark you think it deserves from that level.

Number of marks	What's written	How it's written
5-6 marks Level 3	In-depth analysis of how a variety of both language and structural features are used to achieve effects and influence readers.	References are well chosen, fully explained and clearly support the points being made. Sophisticated technical terminology is used accurately.
3-4 marks Level 2	Clear explanation of how both language and structural features are used to achieve effects and influence readers.	References are relevant, explained and support the points being made. Some technical terminology is used, usually accurately.
1-2 marks Level 1	Simple comment on how language and/or structural features are used to achieve effects and influence readers.	Points are backed up with appropriate references, but these are not usually explained. Simple or no mention of subject terminology, which may be inaccurate.

You can only get a mark in levels 2 or 3 if you write about both language and structure.

Paper 1, Question 3 — Sample Answers

It's time to be the examiner. Yippee.

- 1) Make sure you've read the advice and mark scheme on page 64.
- 2) Use them to give each of these answers a mark out of 6.
- 3) Explain how you've decided on the marks in the lines below the answers.

Answer 1

3. The writer uses a simile to show how Adrian Baker was treated on arriving in the city, saying that "He was like a king entering his palace." This shows that he was treated with honour and respect and that the waiters admired him.

The writer also mentions "bystanders" to show that Baker was treated with awe and admiration when he arrived in the city. The fact that so many bystanders had gathered to watch him go into the hotel suggests that he was an important guest.

This answer gets mark(s) out of 6 because

Answer 2

3. The writer suggests that Adrian Baker was treated with extreme courtesy on arriving in the city by using descriptive words to emphasise the speed with which the waiters rushed to greet him. The verb "hastened" suggests that the waiters were hurrying, making it clear that they considered Baker to be very important. Using the verb "whisked off" adds to this sense of speed and further demonstrates that Adrian Baker was treated as a very important guest by the waiters.

Likewise, the writer compares the waiters rushing to carry Adrian Baker's suitcase with the seven cities that claimed to be "the birthplace of Homer". This comparison emphasises the esteem that Baker was held in, by likening him to a renowned writer.

The writer also uses a short sentence within several longer sentences to show the respect given to Baker by other people — "He was like a king entering his palace." The short sentence stands out in the text and emphasises the description of Baker as "like a king" to the reader.

This answer gets mark(s) out of 6 because

Paper 1, Question 4 — Mark Scheme

This is the last question in section A, but it's worth a huge 15 marks, so read this page carefully.

Here's question 4 to refresh your memory

4. In this extract, there is an attempt to create an atmosphere of mystery.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(Total for Question 4 = 15 marks)

Question 4 is about giving a judgement

- 1) Question 4 tests the ability to evaluate a text critically and give a judgement on how well the writer achieves something.
- 2) This judgement needs to be supported with examples from the text, with an explanation of how each example supports the judgement.
- 3) Points and examples can come from any part of the text.
- 4) Answers need to discuss how the writer creates an atmosphere of mystery.
- 5) There are a maximum of 15 marks available for this question.

This is the mark scheme for question 4

This table will help you to assess the answers on the next page.

Number of marks	What's written	How it's written
13-15 marks Level 5	An objective overview of the text is given, with carefully considered judgements made throughout the answer. Critical evaluation is given of the text's ideas, events, themes or settings.	Points are fully supported and clarified with well-chosen, persuasive references.
10-12 marks Level 4	Judgements are well informed and explained. Analysis is given of the text's ideas, events, themes or settings.	References are relevant, detailed and fully support the points being made.
7-9 marks Level 3	Sensible judgements are made based on the text. Explanation is given of the text's ideas, events, themes or settings.	References are relevant, explained and support the points being made.
4-6 marks Level 2	Some basic opinions are given about the text, but judgements are limited. Simple comments are made about the text's ideas, events, themes or settings.	Points are backed up with appropriate references, but these are not usually explained.
1-3 marks Level 1	Only a few opinions are given about the text. Basic description is given of the text's ideas, events, themes or settings.	References to the text are rarely, if ever, given.

Paper 1, Question 4 — Sample Answers

Here are two extracts from responses to question 4 for you to mark.

- 1) Make sure you've read the advice and mark scheme on page 66.
- 2) Use them to give each of these answers a mark out of 15.
- 3) Explain how you've decided on the marks in the lines below the answers.

The sample answers here are just extracts. The ones you write in the exam will need to be longer — but you should still mark these out of 15.

Answer 1

4. Selgas ably creates an atmosphere of mystery in the text by describing all the gossip around Adrian Baker. This is exemplified by the various fantastical claims made about him in the first paragraph, such as that he was "the devil in person" and that he had a "masterful mind" or "marvellous powers". By building up a variety of different rumours about Baker, Selgas successfully creates a sense of mystery for the reader, as he shows that no-one is sure of Baker's identity and can therefore only speculate with a range of outlandish rumours.
- Selgas further succeeds in showing Adrian Baker's mysterious nature by creating a sense of detachment between Baker and the other people in the city. This is achieved by using the passive voice to describe Baker's actions, such as "he was to be seen". This shows the lack of initial interaction between Baker and other people and adds a sense of distance to the narrative viewpoint. The technique denies the reader any clear information about him, helping to create a distinct sense of mystery.

This answer gets mark(s) out of 15 because

.....

.....

.....

.....

Answer 2

4. The writer asks a rhetorical question, "who is Adrian Baker?" This forces the reader to think about Adrian Baker's identity. It successfully creates an atmosphere of mystery by making the reader realise that no-one knows who Adrian Baker is.
- Another way that the writer shows that Adrian Baker is mysterious is when he is described as "an Englishman, a German or an American". Here, a list skilfully emphasises the idea that no-one even knows where Adrian Baker is from, so they just have to guess. This makes Adrian Baker seem even more mysterious.

This answer gets mark(s) out of 15 because

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Paper 1, Questions 5 and 6 — Mark Scheme

Section B is worth 40 marks — it's a whopper, so you need to know how to mark it. You only have to answer question 5 or question 6 in the exam, so we've just given sample answers for question 5 here.

Here's a quick recap of question 5

5. Write about a time when you realised your first impression of someone was wrong.
Your response could be real or imagined.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(Total for Question 5 = 40 marks)

Look at this mark scheme for question 5

- Question 5 tests two things. There are 24 marks for having an interesting and well organised answer. 16 marks are available for using a range of vocabulary and sentence structures and for having good technical accuracy, including spelling, punctuation and grammar.
- The best answers will have a clear and consistent form, purpose and audience.
- Question 6 is marked in exactly the same way as question 5.

Content and organisation		Technical accuracy	
20-24 marks Level 5	Uses tone, style and register in a sophisticated and consistent way to create subtle effects on the reader. Masterfully expresses complex ideas, using a range of structural and grammatical features to shape the text as a whole.	13-16 marks Level 5	Ambitious use of vocabulary; accurately uses a wide range of grammar and punctuation. A range of carefully-selected sentence structures are used convincingly to achieve particular effects.
15-19 marks Level 4	Uses tone, style and register in an effective way to create certain effects. Successfully expresses information and ideas, with structural and grammatical features used to help shape the text as a whole.	10-12 marks Level 4	Suitable, varied vocabulary and a range of grammar and punctuation, all largely error-free. Sentence structures are carefully manipulated to affect the reader.
10-14 marks Level 3	Content, tone, style and register have been chosen specifically for the audience and purpose. Relevant information and ideas are linked appropriately and structural and grammatical features help express points clearly.	7-9 marks Level 3	Attempts a variety of vocabulary, punctuation and grammar, mostly successfully. A variety of sentence structures are used to create effects.
5-9 marks Level 2	Awareness of audience and purpose, using a simple tone, style and register. Information and ideas are suitably ordered and a range of structural and grammatical features are used.	4-6 marks Level 2	Simple vocabulary, grammar and punctuation usually used correctly. A range of simple and more complex sentences are used.
1-4 marks Level 1	A basic response with little sense of audience and/or purpose. Information and ideas are put forward, but few structural and grammatical features are used.	1-3 marks Level 1	Simple vocabulary, grammar and punctuation are used with inaccuracies throughout. Sentence structures are usually simple and often repetitive.

Paper 1, Questions 5 and 6 — Sample Answers

Here are two sample answers to question 5.

- 1) Make sure you've read the mark scheme on page 68.
- 2) Mark each of the criteria separately, then add up the two marks to get a total out of 40.
- 3) Explain how you've decided on the marks in the lines below the answers.

These are only extracts — your answers should be longer than this.

Answer 1

5. With his shirt half-untucked, his school tie dangling between his knees and a thick sprinkling of synthetic orange cheesy puff dust coating his chin, George fell clumsily into the chair next to me.
He reached into his backpack, which was charmingly adorned with the names of his favourite bands scribbled and smudged in permanent marker. Out flew a bundle of broken biro's chewed down to the nib.
An audible sigh escaped from my mouth — I was sure he was going to distract me all year. He didn't come across as a very studious type.
Mrs Baker began handing back the homework.
"Well done George — full marks!"
I stared, aghast, at the page of immaculate handwriting, littered with green ticks, that Mrs Baker had placed in front of my crumb-covered neighbour.

Content and organisation = / 24

Technical accuracy = / 16

Total = / 40

Answer 2

5. There was a humongous racket coming from next door's garden. Our new neighbor's had moved in last week and I'd not yet had chance to meet them. But they sounded noisy and irritating! There had been no end of it since they moved in, due to the constant loud music and arguing.
I was sitting in the warm summer sun enjoying a delicious orange juice, when a football came flying over the fence and hit me, knocking over my drink.
I saw red. I went round, ready to give them a piece of my mind, when our new neighbors invited me in for a slice of cake. I was wrong about them all along!

Content and organisation = / 24

Technical accuracy = / 16

Total = / 40

Paper 2 — Questions

It's your turn to be the examiner again. This time, the questions below are like the ones you'll see in paper 2 (called Non-fiction and Transactional Writing). Here's a reminder of how to do it:

- 1) Read the sample exam questions and the two texts on pages 72-73. They're similar in style to the ones you'll get in paper 2 of your GCSE English Language exam.
- 2) Remember — you don't have to actually answer the questions. Instead, on pages 74-87 there are some sample answers for you to mark, with some advice and mark schemes to help you along the way.

Section A — Reading

1. From lines 1-3 of Text 1, identify **two** pieces of information about the Flying Carpet.

(Total for Question 1 = 2 marks)

2. Give **one** example from lines 15-19 of Text 1 of how the writer uses language to show that Moye Stephens was a good choice of pilot.

(Total for Question 2 = 2 marks)

3. Analyse how the writer uses language and structure to interest and engage the reader in Text 1.

Support your views with detailed reference to the text.

(Total for Question 3 = 15 marks)

4. From lines 5-8 of Text 2, identify **one** reason given for using buses and trains.

(Total for Question 4 = 1 mark)

5. Give **one** example from lines 26-31 of Text 2 of how the writer uses language to show how difficult it has been for her to avoid flying.

(Total for Question 5 = 1 mark)

6. In Text 2, the writer tries to show how her views about flying affect other people. Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(Total for Question 6 = 15 marks)

Paper 2 — Questions

- 7a. The two texts show people who like to visit other countries.
What similarities do the two writers share in these texts?

Use evidence from **both** texts to support your answer.

(Total for Question 7a = 6 marks)

- 7b. Compare how the writers of Text 1 and Text 2 present their ideas
and perspectives about travelling the world.

Support your answer with detailed references to the texts.

(Total for Question 7b = 14 marks)

Section B — Transactional Writing

SECTION B — Transactional Writing

Answer ONE question.

EITHER

8. Write a section for a textbook to help people become more environmentally friendly.
You could include the following things, as well as any other ideas you might have:
- what actions you can take to become more environmentally friendly
 - how these actions might help the environment
 - how to overcome challenges involved in becoming environmentally friendly.

(Total for Question 8 = 40 marks)

OR

9. Write a newspaper review of an important purchase you have made.
You could include the following things, as well as any other ideas you might have:
- what you bought and why you bought it
 - your opinions of what you bought
 - whether you would recommend it to other people.

(Total for Question 9 = 40 marks)

Paper 2 — Exam Text 1

Here's the first paper 2 text. It's from a travel book by American adventurer Richard Halliburton, published in 1932. In the extract, he plans his adventures on his new plane, which is named the 'Flying Carpet'.

Text 1 — The Flying Carpet

When I visited the airports in search of a plane that would fit my purpose, the salesmen had shown me big planes and little planes, biplanes* and monoplanes**. At last I noticed a small biplane. The wings were gold, the body painted red. It was love at first sight.

"Will this ship fly over the Alps — over the Matterhorn and Mont Blanc?" I asked the agent.

5 "Easily," he replied.

"Will it cross the Sahara and the China Sea?"

"Yes — with extra fuel tanks."

"Will it fly upside down, and loop-the-loop, and slow-roll, and whip-stall?"

"Better than any ship we have."

10 "Sold!"

And so I had the Flying Carpet.

But who would pilot it? I might learn to fly easily enough — was indeed already learning — but the mechanics of the engine, for me, would always remain black magic. The Flying Carpet must have a pilot-engineer who would understand what made the wheels go round.

15 By a stroke of good fortune I soon found the flying companion I was looking for, in Moye Stephens Jr., a young Stanford*** graduate living in Los Angeles. For three years he had been carrying an airline's passengers back and forth across the Rockies**** on daily schedule, with a flawless record. The moment we met, I was impressed by his self-possessed appearance and quiet capable manner; so I went straight to the point.

20 "Stephens, I've just given myself an airplane. I want to fly in it to all the outlandish places on earth. Will you be the captain?"

"Certainly. I'll go."

"All right — we're leaving in half an hour."

"I can't do that — not in half an hour. There's the transport company. My plane and passengers..."

25 "Oh, resign! Your plane is only a big passenger bus anyway. I tell you I've a *flying carpet*."

"Guess I can fly carpets, too. But where are we going?"

"We're going to Turkey and Pasadena and Persia and Jerusalem and the North Pole and — Paris," I said, leading him out the front door. "We're going to fly across deserts and over mountains and rescue imprisoned princesses and fight dragons" — pushing him into a taxicab.

30 "Well, for Heaven's sake," he remonstrated, "— wait till I get my *hat*, will you!"

And so it happened that when the Flying Carpet first took to the air, Moye Stephens was at the controls. With him as pilot, the Carpet flew superbly. He made it loop, tumble, tail-spin, waltz, ride a bicycle and smoke cigars. We flew upside down. We located my house on the hill-top and tried to take the top brick off the chimney.

35 Moye's enthusiasm mounted with my own. Our confidence began to soar. We must have the world. We *could* have the world.

Glossary

* biplane — a plane with two long wings stacked on top of each other

** monoplane — a plane with one set of wings

*** Stanford — a prestigious university in California

**** the Rockies — a mountain range in North America

Paper 2 — Exam Text 2

Here's the second text for paper 2, a magazine article about eco-friendly lifestyles. The writer, Jane Mara, explains her decision to become environmentally friendly and offers advice to others who want to try it.

Text 2 — Going Green: How to Live an Eco-Friendly Lifestyle

My journey into an eco-friendly lifestyle began a few years ago, when I watched a brilliant documentary about carbon emissions. It suddenly hit home how much damage to the environment I was personally accountable for. I realised immediately that I needed to make a change.

5 Since then I've installed solar panels, stopped using disposable plastic and tried to stick to eco-friendly methods of transport. I try to walk or cycle as much as I can, because those are the greenest methods of transport — unfortunately, they aren't always the fastest or most practical. Buses and trains are good eco-friendly alternatives. They're often subsidised for young people, too, so they're not too expensive — and you don't have to pay for parking.

10 If you're trying to live an eco-friendly lifestyle, try not to drive unless you really have to. Above all, avoid flying. If you can't stop flying completely, then try to reduce how frequently you fly. Aeroplanes are one of the worst culprits for carbon emissions, as each flight can release thousands of kilograms of harmful gases. There are plenty of small ways to reduce your carbon footprint, but a single long-haul flight can effectively wipe out any other positive contributions that you make.

15 I'm often asked if giving up flying means giving up travelling internationally. Absolutely not. Travelling abroad is one of life's great pleasures. Experiencing different food, cultures, sights, sounds, smells... it's a truly unbeatable experience. I don't fly, but that doesn't mean that I'm trapped in the UK! Last year, I dragged my partner on a six-month odyssey across the globe: we travelled from Manchester, through northern Europe and across Russia, then finally down the eastern coast of China, all without taking a single journey by air. (The trip itself was done on a bit of a whim! I came up with the idea in January, 20 spent half of February relentlessly persuading my reluctant partner, and by March we were lying in bunk beds on our first overnight train.)

You may be considering giving up flying, but worried about how people might react. If people ask, just explain your reasons confidently, calmly and succinctly. Most people are just misinformed, and once you take the time to explain your reasoning they tend to be interested and open-minded. In my 25 experience, it's exceedingly rare for anyone to react negatively once I've made my case.

Of course, not flying has been an almighty struggle at times. I've often been tempted to throw in the towel, especially when going on group holidays with friends. It's hard knowing that they're settling in on a nice, warm plane while you're battling to buy a three-euro bus ticket from a conductor who doesn't speak a word of English.

30 Despite that, I know I'll never fly again. The long queues, inconvenient timetables and grumpy conductors all fade into insignificance when I think about the effect flying has on the planet.

It's not all bad, either — I may moan about certain aspects of it, but there are definitely benefits to overland travel. When you catch a train or bus, you really get to peek behind the curtain — you get the privilege of experiencing the hidden secrets of a place as the land passes by outside your window.

35 There's nothing quite like it.

Paper 2, Question 1 — Sample Answers

This page tells you what to look for in the answers to paper 2, question 1. There are also some sample answers for you to mark — have a read through and decide how many marks you'd give each one.

Have another look at question 1

1. From lines 1-3 of Text 1, identify **two** pieces of information about the Flying Carpet.

(Total for Question 1 = 2 marks)

Question 1 is about finding information or ideas

- Question 1 asks you to pick out two examples or pieces of information from one of the texts.
- Each one is worth one mark, so there are two marks available overall.
- Answers must come from the right part of the text (lines 1 to 3).
- The question asks you to give information about the Flying Carpet, so both facts need to be about the aeroplane.

Answers can either
paraphrase the text or
quote directly from it.

Try marking these sample answers

- It's your turn to be the examiner now. Make sure you've read the advice above, then use it to decide how many marks each of these answers deserves.
- Explain how you've decided on the marks in the lines below the answers.

Answer 1

1. It has red wings.
It is a "biplane".

This answer gets mark(s) out of 2 because

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Answer 2

1. The plane is small.
The plane can fly "over the Alps".

This answer gets mark(s) out of 2 because

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Paper 2, Question 2 — Sample Answers

It's time for question 2. Have a read of the info on this page, then try marking the sample answers.

Read question 2 to refresh your memory

2. Give **one** example from lines 15-19 of Text 1 of how the writer uses language to show that Moye Stephens was a good choice of pilot.

(Total for Question 2 = 2 marks)

Question 2 has two steps

- 1) There are two marks available for this question.
- 2) One mark is for choosing suitable evidence from the right part of the text.
- 3) The other mark is for explaining how the writer uses language in the piece of evidence given.

The question might not always be set out like it is above — but you'll always have to find some evidence and explain how the writer is using language.

Mark these sample answers for question 2

Your turn again — make sure you've read the advice above, then decide how many marks each of these answers deserves. Then explain how you've decided on the marks in the lines underneath.

Answer 1

2. Example from the text:

"flawless record"

How the writer uses language in your example:

The powerful adjective "flawless" is used to emphasise that Moye Stephens has made no mistakes as a pilot, and is therefore a good choice to fly the plane.

This answer gets mark(s) out of 2 because

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Answer 2

2. Example from the text:

"I was impressed by his self-possessed appearance and quiet capable manner"

How the writer uses language in your example:

The writer conveys Moye Stephens's personality clearly by showing he has a good manner and is a quiet person.

This answer gets mark(s) out of 2 because

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Paper 2, Question 3 — Mark Scheme

Read through the mark scheme and advice on this page, then have a go at marking the answers on p.77.

Here's a reminder of question 3

3. Analyse how the writer uses language and structure to interest and engage the reader in Text 1.

Support your views with detailed reference to the text.

(Total for Question 3 = 15 marks)

Question 3 is about language and structure

- 1) For question 3 you have to explain how the writer uses language and structure to make the text interesting and engaging for the reader.
- 2) To get a good mark for this question, answers must refer to both language and structure.
- 3) This question is worth 15 marks, so answers should be fully developed and explore the text in detail.
- 4) Answers also need to back up every point with a relevant reference to the text.



Julia used some 'interesting' language to express her feelings during the bungee jump.

Use this mark scheme to mark question 3

When you're marking an answer, look at this table and work out which level description fits the answer best, then award the answer the mark you think it deserves from that level.

Number of marks	What's written	How it's written
13-15 marks Level 5	In-depth analysis of the text, including of how a variety of both language and structural features are used to achieve effects and influence readers.	References are well chosen, fully explained and clearly support the points being made. Sophisticated technical terminology is used accurately.
10-12 marks Level 4	A detailed exploration of the text, including of how a variety of both language and structural features are used to achieve effects and influence readers.	References are appropriate, detailed and fully support the points being made. Technical terminology is used accurately throughout.
7-9 marks Level 3	Clear explanation of the text, including of how both language and structural features are used to achieve effects and influence readers.	References are relevant, explained and support the points being made. Suitable technical terminology is used, usually accurately.
4-6 marks Level 2	Simple comment on the text, including on how language and/or structural features are used to achieve effects and influence readers.	Points are backed up with appropriate references, but these are not usually explained. Some technical terms are used, but not always correctly.
1-3 marks Level 1	Some basic comment on the text, with a few features of language and/or structure identified.	Little to no subject terminology or references used.

You can only get a mark in level 3 or above if you write about both language and structure.

Paper 2, Question 3 — Sample Answers

Pens at the ready — it's time to have a go at marking some answers.

- 1) Make sure you've read the advice and mark scheme on page 76.
- 2) Use it to give each of these answers a mark out of 15.
- 3) Explain how you've decided on the marks in the lines below the answers.

These sample answers are only extracts — the ones you write in the exam will need to be longer. You should still mark these answers out of 15.

Answer 1

3. Halliburton uses language and structure to present his personal perspective, giving the reader an insight into his thoughts. For example, he describes his reaction to the plane: "It was love at first sight." The use of a short, emphatic sentence draws the reader's attention and shows the power of Halliburton's emotions. The plane is also personified as an object of romantic love, which interests the reader by suggesting Halliburton's emotions were as profound as the affection between loving humans.
Halliburton also uses language to relate his feelings at the end of the text after their first flight: he explains that his and Stephens's "confidence began to soar". The powerful verb "soar" emphasises the power of their confidence, and also uses the semantic field of flight, reflecting the link between their confidence and the act of flying. The reader is left optimistic about Halliburton's future adventures and emotionally invested in his success.

This answer gets mark(s) out of 15 because

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Answer 2

3. The text is interesting because it uses techniques to tell the story of Halliburton and his plane, and make the reader really engaged in the text. For example, Halliburton uses a list ("big planes and little planes, biplanes and monoplanes") to show there are lots of planes. Then he uses emotive language like "loop-the-loop, and slow-roll, and whip-stall" as well.
Another technique he uses is metaphors. For example, he says the mechanics of an engine are "black magic" and he calls his plane "a flying carpet". The second one is quite humorous for the reader, because the plane isn't actually a flying carpet, but Richard Halliburton acts as if it is. This means the reader finds the text funny.

This answer gets mark(s) out of 15 because

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Paper 2, Question 4 — Sample Answers

Question 4 is a one-mark question — it requires you to pick out a fact from Text 2.

This is what question 4 looks like

4. From lines 5-8 of Text 2, identify **one** reason given for using buses and trains.

(Total for Question 4 = 1 mark)

Question 4 is a fact-finding question

- 1) This question asks you to find a piece of information from the text — answers need to pick out a reason to use buses and trains.
- 2) This question is only worth one mark, so there's no need for explanation or development. If there's a clear reason given, the answer gets a mark.
- 3) Answers can either quote directly or paraphrase the text.
- 4) Answers must come from the correct part of the text (lines 5-8) to get a mark.

Decide whether these answers are worth a mark

We've given you some question 4 answers to mark.

- 1) Make sure you've read the advice above.
- 2) Use it to decide whether each of these answers deserves a mark.
- 3) Explain how you've decided on the marks in the lines below the answers.

Answer 1 4. "good eco-friendly alternatives"

This answer gets ☐ mark(s) out of 1 because

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Answer 2 4. They're the most eco-friendly ways to travel.

This answer gets ☐ mark(s) out of 1 because

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Paper 2, Question 5 — Sample Answers

Here's another one-mark question. It's all about the writer's use of language.

Read through question 5 again

5. Give **one** example from lines 26-31 of Text 2 of how the writer uses language to show how difficult it has been for her to avoid flying.

(Total for Question 5 = 1 mark)

Question 5 gets you to explain the writer's use of language

- Answers to this question need to do two things:
 - Give a suitable example from the correct part of the text (lines 26 to 31).
 - Explain how the language in the example shows how difficult it has been for the writer to avoid flying.
- The answer must be about the use of language. Points that are about anything else, including structure, don't get a mark.
- For this question, it's not enough to just give an example from the text — answers need to give both an example and an explanation to get a mark.

In the exam, the question might not be exactly like the one above — you might be given a specific example and asked to explain the language used in it instead.

Mark these answers to question 5

Here are some answers to mark — this time they're for question 5.

- Read the advice above and use it to decide whether each of these answers deserves a mark.
- Explain how you've decided on the mark in the lines below the answers.

Answer 1

5. The writer makes it seem difficult by mentioning her experience "battling" to buy a bus ticket.

This answer gets ☐ mark(s) out of 1 because

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Answer 2

5. The writer describes avoiding flying as an "almighty struggle". This example uses hyperbolic language to show the reader that it has been extremely difficult to avoid flying.

This answer gets ☐ mark(s) out of 1 because

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Paper 2, Question 6 — Mark Scheme

Moving on to question 6 — this one is all about evaluating one of the texts and making a judgement.

Here's a recap of what question 6 looks like

6. In Text 2, the writer tries to show how her views about flying affect other people.
Evaluate how successfully this is achieved.
Support your views with detailed reference to the text.

(Total for Question 6 = 15 marks)

For question 6, you need to give a judgement

- 1) Question 6 asks you to evaluate the text critically, giving a judgement about how well the writer achieves a certain effect.
- 2) Answers need to focus on a specific aspect of the text — in this case, how the writer's views about flying have affected other people.
- 3) Points and examples can come from any part of the text.
- 4) This question is worth 15 marks, so answers need to be fully developed and supported with evidence from the text.
- 5) The question is all about showing off your evaluation skills, so answers need to explain how successfully the writer has conveyed her ideas.

This is the mark scheme for question 6

This table will help you to assess the answers on the next page.

Number of marks	What's written	How it's written
13-15 marks Level 5	An objective overview of the text is given, with carefully considered judgements made throughout the answer. Critical evaluation is given of the text's ideas, events, themes or settings.	Points are fully supported and clarified with well-chosen, persuasive references.
10-12 marks Level 4	Critical judgements are well informed and explained. Analysis is given of the text's ideas, events, themes or settings.	References are appropriate, detailed and fully support the points being made.
7-9 marks Level 3	Sensible judgements are made based on the text. Explanation is given of the text's ideas, events, themes or settings.	References are relevant, explained and support the points being made.
4-6 marks Level 2	Some basic opinions are given about the text, but judgements are limited. Simple comments are made about the text's ideas, events, themes or settings.	Points are backed up with appropriate references, but these are not usually explained.
1-3 marks Level 1	Only a few opinions are given about the text. Basic description is given of the text's ideas, events, themes or settings.	References to the text are rarely, if ever, given.

Paper 2, Question 6 — Sample Answers

Here are some sample exam-style answers for question 6.

- 1) Make sure you've read the advice and mark scheme on page 80.
- 2) Use them to give each of these answers a mark out of 15.
- 3) Explain how you've decided on the marks in the lines below the answers.

These answers are only extracts. Your exam answers will need to be longer than this, but you should still mark these answers out of 15.

Answer 1

6. Jane Mara successfully shows that her views about flying have had a negative effect on her partner's life. For example, she uses the verb "dragged" to suggest that her partner had to be pulled along like an inanimate object, which emphasises that her efforts were disruptive to his life. Furthermore, Mara's use of a humorous image ably draws the reader's attention to the anecdote, and therefore to the disruptive effect her attitude has had on her partner's life.
- Mara also encourages the reader to trust the things she says, which helps her to persuade the reader that most people aren't troubled by her views on flying. She uses phrases such as "Most people" and "exceedingly rare", which suggest she has discussed her views extensively. Because of this, the reader considers her trustworthy and is more likely to believe her when she says that most people don't "react negatively" to her ideas about flying. As a result, the effect of her ideas on other people is successfully and clearly conveyed to the reader.

This answer gets mark(s) out of 15 because

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Answer 2

6. I think Mara succeeds in showing how her views about flying have affected other people. Her views have clearly affected her partner's life negatively: he is "dragged" on a "six-month odyssey", which would have disrupted his life heavily, especially as he was so "reluctant" to go in the first place.
- The impact of Mara's views isn't always bad, though: she says it is "exceedingly rare for anyone to react negatively". The word "exceedingly" is a strong adverb, which makes it very clear that most people don't have negative reactions. Mara's attempt to show how her views affect other people is therefore a success.

This answer gets mark(s) out of 15 because

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Paper 2, Question 7a — Mark Scheme

Read through this lovely page, which has plenty of advice and a mark scheme for the answers on p.83.

Have another read of question 7a

- 7a. The two texts show people who like to visit other countries.
What similarities do the two writers share in these texts?

Use evidence from **both** texts to support your answer.

(Total for Question 7a = 6 marks)

Question 7a is about similarities

- Answers to question 7a need to link the two texts together — they should do this by writing about the similarities between the writers of both texts.
- This means that points that aren't about the writers, or are about differences, won't get any marks.
- Points should be backed up with evidence from the text, and it should be clear how the evidence supports the points being made.
- For top marks, answers need to discuss both texts equally.
- There are six marks available for this question.



John's quest to be eco-friendly had led him to some unusual forms of transport.

Use this mark scheme to assess question 7a

This table will help you to mark the answers on the next page.

Number of marks	What's written	How it's written
5-6 marks Level 3	A detailed understanding of the similarities between the two texts.	Links the two texts in a perceptive way. References are drawn equally from both texts, and are relevant, fully explained and support the points being made.
3-4 marks Level 2	A good understanding of the similarities between the two texts.	Makes clear connections between the two texts. Points are backed up with appropriate references, but these are not usually explained, and they may not be drawn equally from both texts.
1-2 marks Level 1	Some similarities between the two texts are pointed out.	Some attempts are made to link the two texts together. References to the text are rarely, if ever, given.

Paper 2, Question 7a — Sample Answers

Here are the sample exam answers for question 7a.

- 1) Make sure you've read the advice and mark scheme on page 82.
- 2) Use them to give each of these answers a mark out of 6.
- 3) Explain how you've decided on the marks in the lines below the answers.

Answer 1

7a. Both writers are interested in travelling to many places: for example, Halliburton wants to go to "Turkey and Pasadena and Persia and Jerusalem and the North Pole". This shows that he is very interested in discovering new places, just like Jane Mara is. Both writers seem more confident than average: they travel long distances and explore new places, which most people would be afraid to do. The two writers are different because of their attitudes toward aeroplanes. Richard Halliburton loves aeroplanes and flying, but Jane Mara doesn't fly on aeroplanes any more because of the impact they have on the environment.

This answer gets ☐ mark(s) out of 6 because

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Answer 2

7a. Both writers have a sense of adventure, which is shown in the places they wish to go in the world. For example, in Text 1, Halliburton asks if the Flying Carpet will fly across "the Sahara and the China Sea". These places would have seemed very exotic in the 1930s, so his desire to fly over them shows how adventurous he is. Similarly, Mara has travelled as far as the "eastern coast of China". Her decision to travel to a distant destination, with the added complication of travelling "without taking a single journey by air", shows her adventurous nature. Both writers are also impulsive. In Text 1, the writer tells Moya Stephens that he wants to leave "in half an hour". Stephens's shocked reaction ("I can't do that") suggests that Halliburton's request seems unreasonable, emphasising the writer's impulsive nature. Similarly, Mara's decision to travel to China was made "on a bit of a whim!" The use of an exclamation mark shows that she considers the decision somewhat surprising, emphasising that she acted on impulse and possibly irrationally.

This answer gets ☐ mark(s) out of 6 because

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Paper 2, Question 7b — Mark Scheme

This is the last question in section A — here's the page of advice and mark scheme for the answers on p.85.

Here's a reminder of question 7b

- 7b.** Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about travelling the world.

Support your answer with detailed references to the texts.

(Total for Question 7b = 14 marks)

Question 7b is about comparing the two texts

- Answers to question 7b need to make comparisons between the two texts. They should compare two things:
 - The writers' ideas and perspectives about travelling the world.
 - The techniques the writers use to convey their ideas and perspectives.
- Answers can be about both similarities and differences between the two texts.
- To get top marks, answers need to write about both texts in a balanced way — they shouldn't focus more heavily on one text than the other.
- There are 14 marks available for this question.

Use this mark scheme to assess question 7b

This table will help you to mark the answers on the next page.

Number of marks	What's written	How it's written
12-14 marks Level 5	A broad and varied range of comparisons are made between the texts. In-depth analysis of the writers' ideas and perspectives and how they are presented, including the use of themes, language and/or structure.	References are drawn equally from both texts and are well chosen, fully explained and clearly support the points being made.
9-11 marks Level 4	A wide range of comparisons are made between the texts. Detailed exploration of the writers' ideas and perspectives and how they are presented, including the use of themes, language and/or structure.	References are drawn equally from both texts, are well explained and fully support the points being made.
6-8 marks Level 3	A range of comparisons are made between the texts. Clear explanation of the writers' ideas and perspectives and how they are presented, including the use of themes, language and/or structure.	References are drawn from both texts, and are relevant, explained and support the points being made.
3-5 marks Level 2	Some simple comparisons are made between the texts. Simple comment on the writers' ideas and perspectives and how they are presented, including the use of themes, language and/or structure.	Points are backed up with appropriate references, but these are not usually explained. References may be largely drawn from just one text.
1-2 marks Level 1	No comparison between the texts. Basic description of the writers' ideas and perspectives and how they are presented, including the use of themes, language and/or structure.	References to the text are rarely, if ever, given.

You can only get a mark in level 3 or above if you write about both texts in detail.

Paper 2, Question 7b — Sample Answers

Here are two extracts from student responses to question 7b for you.

- 1) Make sure you've read the advice and mark scheme on page 84.
- 2) Use them to give each of these answers a mark out of 14.
- 3) Explain how you've decided on the marks in the lines below the answers.

These answers are only extracts, but you should still mark them out of 14.

Answer 1

- 7b. Both writers are positive about travelling. In Text 1, this is shown through Halliburton's use of punctuation. The text uses multiple long dashes, such as "— pushing him into a taxicab". These make Richard Halliburton seem keen to get started on his adventures. In Text 2, Mara's enjoyment of travel is also clear, but she uses different techniques. She uses a list of sensory words, describing the "different food, cultures, sights, sounds, smells..." that you can experience while travelling. This suggests that she is excited by how varied the experience of travelling can be.

This answer gets ☐ mark(s) out of 14 because

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Answer 2

- 7b. Both writers see travelling as an opportunity to experience unusual things, and are enthusiastic about the prospect of doing this. For example, in lines 27 to 29 of Text 1, Halliburton lists things he wishes to see and do while travelling, including tongue-in-cheek references to rescuing "imprisoned princesses" and fighting "dragons". This fantastical imagery implies that Halliburton wishes to have extremely unusual experiences, and the use of "and" to connect each list item mimics the speech of an excited child, suggesting his overwhelming enthusiasm. Mara's article also shows an appreciation of unusual experiences. She describes the chance to discover a place's "hidden secrets" as a "privilege"; this word choice emphasises her positive viewpoint by suggesting that she thinks she is lucky to experience unusual things. For both writers, their enthusiasm helps to fulfil their persuasive aims: Mara aims to persuade the reader that giving up flying is a positive thing, whereas Halliburton persuades Moya Stephens to abandon his job and travel with him.

This answer gets ☐ mark(s) out of 14 because

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Paper 2, Questions 8 and 9 — Mark Scheme

Last but not least — here's the mark scheme for the writing questions in section B. You'll get a choice of either question 8 or question 9 in the exam, so we've just given sample answers for question 8 here.

Have another look at question 8

8. Write a section for a textbook to help people become more environmentally friendly.

You could include the following things, as well as any other ideas you might have:

- what actions you can take to become more environmentally friendly
- how these actions might help the environment
- how to overcome challenges involved in becoming environmentally friendly.

(Total for Question 8 = 40 marks)

Question 8 tests your writing skills

- Question 8 tests two things:
 - There are 24 marks for writing interesting content that is well-organised.
 - There are another 16 marks for using a range of vocabulary and sentence structures and for having good technical accuracy, including spelling, punctuation and grammar.
- The best answers will have a clear and consistent form, purpose and audience.
- Question 9 is marked in exactly the same way as question 8.

Content and organisation		Technical accuracy	
20-24 marks Level 5	Uses tone, style and register in a sophisticated and consistent way to create subtle effects on the reader. Masterfully expresses complex ideas, using a range of structural and grammatical features to shape the text as a whole.	13-16 marks Level 5	Ambitious use of vocabulary; accurately uses a wide range of grammar and punctuation. A range of carefully-selected sentence structures are used convincingly to achieve particular effects.
15-19 marks Level 4	Uses tone, style and register in an effective way to create certain effects. Successfully expresses information and ideas, with structural and grammatical features used to help shape the text as a whole.	10-12 marks Level 4	Suitable, varied vocabulary and a range of grammar and punctuation, all largely error-free. Sentence structures are carefully manipulated to affect the reader.
10-14 marks Level 3	Content, tone, style and register have been chosen specifically for the audience and purpose. Relevant information and ideas are linked appropriately and structural and grammatical features help express points clearly.	7-9 marks Level 3	Attempts a variety of vocabulary, punctuation and grammar, mostly successfully. A variety of sentence structures are used to create effects.
5-9 marks Level 2	Awareness of audience and purpose, using a simple tone, style and register. Information and ideas are suitably ordered and a range of structural and grammatical features are used.	4-6 marks Level 2	Simple vocabulary, grammar and punctuation usually used correctly. A range of simple and more complex sentences are used.
1-4 marks Level 1	A basic response with little sense of audience and/or purpose. Information and ideas are put forward, but few structural and grammatical features are used.	1-3 marks Level 1	Simple vocabulary, grammar and punctuation are used with inaccuracies throughout. Sentence structures are usually simple and often repetitive.

Paper 2, Questions 8 and 9 — Sample Answers

Here are two sample answers to question 8.

- 1) Make sure you've read the mark scheme on page 86.
- 2) Mark each of the criteria separately, then add up the two marks to get a total out of 40.
- 3) Explain how you've decided on the marks in the lines below the answers.

These are only extracts — you should still mark them out of 40.

Answer 1

8. The general population has become increasingly conscious of the challenges posed by climate change and pollution. Many wish to adapt their lifestyles accordingly, but it can be difficult to discern how best to act in order to become more eco-friendly.
The first steps are, perhaps, the simplest. Every individual can make changes to their everyday lives: travelling on foot over short distances, recycling household waste, switching off lights. While these small lifestyle changes may seem trivial, they can have an extensive cumulative impact and slash an individual's carbon footprint.
Those who wish to escalate their actions might turn next to their homes — by installing solar panels, for example. These produce 'clean' electricity; this cuts reliance on energy sources such as coal and gas, which generate polluting gases that have a negative impact on the environment.

Content and organisation = / 24

Technical accuracy = / 16

Total = / 40

Answer 2

8. Environmental friendliness is a popular aim — many people are worried about damaging the Earth and want to change their lives to become more environmentally friendly. There are lots of ways become more eco-friendly, which are explained here.
Recycle everything. If your local council doesn't recycle something you wish to throw away, you may have to take it to a recycling centre nearby.
Reduce pollution by giving up flying, and driving. Take public transport or walk.
It can be hard to stay committed being environmentally friendly, but you can motivate yourself by thinking about the positive impact you're having on the planet.

Content and organisation = / 24

Technical accuracy = / 16

Total = / 40

Paper 1 — Questions

This section has two practice exam papers in it — they're similar in style to the two exams you'll take for your Edexcel GCSE in English Language.

To start with, have a look at this practice exam for paper 1 (called 'Fiction and Imaginative Writing'). Try to practise answering these questions as if you were in a real exam — give yourself 1 hour 45 minutes to read through the text and answer all five questions.

Section A — Reading

The text to go with these questions is on page 90.

1. From lines 1-6, identify the phrase which shows why the narrator drank the coffee quickly.

(Total for Question 1 = 1 mark)

2. From lines 1-9, give **two** ways the coffee affected the narrator.
You may use your own words or quotations from the text.

(Total for Question 2 = 2 marks)

3. In lines 30-37, how does the writer use language and structure to show how difficult it was for the narrator to go to sleep?
Support your views with reference to the text.

(Total for Question 3 = 6 marks)

4. In this extract, there is an attempt to show how the narrator's thoughts and feelings change.
Evaluate how successfully this is achieved.
Support your views with detailed reference to the text.

(Total for Question 4 = 15 marks)

Paper 1 — Questions

Section B — Imaginative Writing

SECTION B — Imaginative Writing

Answer ONE question.

EITHER

5. Write about a time when you, or someone you know, took somebody's advice.

Your response could be real or imagined.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(Total for Question 5 = 40 marks)

OR

6. Look at the images provided.

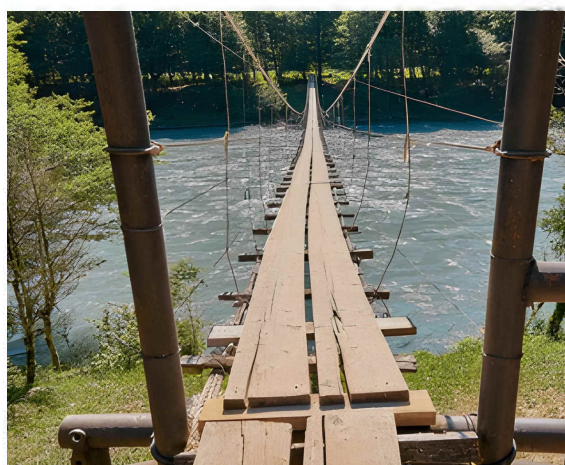
Write about a time when you, or someone you know, felt unsafe.

Your response could be real or imagined.

You may wish to base your response on one of the images.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(Total for Question 6 = 40 marks)



Paper 1 — Exam Text

This is the text for the questions on pages 88-89. It's an extract from a short story by Wilkie Collins, published in 1852, in which the narrator drinks some poisoned coffee and agrees to stay the night at a casino.

The Traveller's Story of a Terribly Strange Bed

My attentive friend handed me one of the cups with a bow. I was parched with thirst, and drank it off at a draught*. Almost instantly afterwards, I was seized with a fit of giddiness, and felt more completely intoxicated than ever. The room whirled round and round furiously; the old soldier seemed to be regularly bobbing up and down before me like the piston** of a steam-engine. I rose from my chair, holding on by the table to keep my balance; and stammered out that I felt dreadfully unwell — so unwell that I did not know how I was to get home.

"My dear friend," answered the old soldier — and even his voice seemed to be bobbing up and down as he spoke — "they make up capital beds in this house — take one; and go home safely with your winnings tomorrow."

I had but two ideas left: one, that I must never let go hold of my handkerchief full of money; the other, that I must lie down somewhere immediately, and fall off into a comfortable sleep. So I agreed to the proposal about the bed, and took the offered arm of the old soldier, carrying my money with my disengaged hand. Preceded by the croupier***, we passed along some passages and up a flight of stairs into the bedroom which I was to occupy. The ex-soldier shook me warmly by the hand, proposed that we should breakfast together, and then, followed by the croupier, left me for the night.

I ran to the wash-hand stand; drank some of the water in my jug; poured the rest out, and plunged my face into it; then sat down in a chair and tried to compose myself. I soon felt better. The change for my lungs, from the foul-smelling atmosphere of the gambling-room to the cool air of the apartment I now occupied, the almost equally refreshing change for my eyes, from the glaring gaslights of the "salon"**** to the dim, quiet flicker of one bedroom candle, aided wonderfully the restorative effects of cold water.

The giddiness left me, and I began to feel a little like a reasonable being again. My first thought was of the risk of sleeping all night in a gambling-house; my second, of the still greater risk of trying to get out after the house was closed, and of going home alone at night through the streets of Paris with a large sum of money about me. I had slept in worse places than this on my travels; so I determined to lock, bolt, and barricade my door, and take my chance till the next morning.

Accordingly, I secured myself against all intrusion; looked under the bed, and into the cupboard; tried the fastening of the window; and then, satisfied that I had taken every proper precaution, pulled off my upper clothing, put my light, which was a dim one, on the hearth among a feathery litter of wood-ashes, and got into bed, with the handkerchief full of money under my pillow.

I soon felt not only that I could not go to sleep, but that I could not even close my eyes. I tossed and rolled, and tried every kind of position, and perseveringly sought out the cold corners of the bed, and all to no purpose. Now I thrust my arms over the clothes; now I poked them under the clothes; now I violently shot my legs straight out down to the bottom of the bed; now I convulsively coiled them up as near my chin as they would go; now I shook out my crumpled pillow, changed it to the cool side, patted it flat, and lay down quietly on my back; now I fiercely doubled it in two, set it up on end, thrust it against the board of the bed, and tried a sitting posture. Every effort was in vain; I groaned with vexation as I felt that I was in for a sleepless night.

Glossary

* at a draught — all in one go

** piston — part of an engine that moves up and down

*** croupier — someone who collects money at a casino

**** salon — the gambling-room

Paper 2 — Questions

This practice exam is similar in style to paper 2 ('Non-fiction and Transactional Writing') of your Edexcel GCSE in English Language. To make the most of these questions, read the texts and do the questions as if you were in the exam, giving yourself 2 hours to complete the lot.

Section A — Reading

The texts for these questions are on pages 93 and 94.

1. From lines 1-8 of Text 1, give **two** examples that suggest the couple were enjoying New York.

(Total for Question 1 = 2 marks)

2. Give **one** example from lines 9-18 of Text 1 of how the writer uses language to show that the couple weren't used to life in New York.

Support your example with a detailed text reference.

(Total for Question 2 = 2 marks)

3. Analyse how the writer uses language and structure to interest and engage the reader in Text 1.

Support your views with detailed reference to the text.

(Total for Question 3 = 15 marks)

4. From lines 12-19 of Text 2, identify how people reacted to the writer's plans to travel across America by train.

(Total for Question 4 = 1 mark)

5. *However, none of this matters; I hop delightedly from foot to foot on the icy station platform, like a cat that's been shut indoors for a week. Kansas station may not be the most picturesque place in the world but after 18 hours on a train it's blissful just to be able to stretch my legs without hitting my knees on a door handle or knocking over a cup of coffee.*

In this example from lines 2-6 of Text 2, how does the writer use language to show how being on the train for so long made her feel?

(Total for Question 5 = 1 mark)

6. In Text 2, the writer attempts to engage the reader through the description of her journey. Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(Total for Question 6 = 15 marks)

Paper 2 — Questions

- 7a. The two texts show people making journeys in America.
What similarities do the journeys share in these extracts?

Use evidence from **both** texts to support your answer.

(Total for Question 7a = 6 marks)

- 7b. Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about their experiences in America.

Support your answer with detailed references to the texts.

(Total for Question 7b = 14 marks)

Section B — Transactional Writing

SECTION B — Transactional Writing

Answer **ONE** question.

EITHER

8. Write an article for a travel magazine about a memorable journey.

You could include the following things, as well as any other ideas you might have:

- where you went on your journey
- how you travelled around on your journey
- what happened on your journey to make it memorable.

(Total for Question 8 = 40 marks)

OR

9. A newspaper has published an article called 'Train travel: the best way to travel'.
Write a letter to the newspaper giving your views.

You could include the following things, as well as any other ideas you might have:

- the positives and negatives of train travel
- the impact of travelling by train on the environment
- alternatives to travelling by train.

(Total for Question 8 = 40 marks)

Paper 2 — Exam Text 1

Here's the first text for paper 2. It's from the 1913 autobiography of Amelia Barr, an author and teacher. Barr and her husband Robert moved from the UK to the USA in 1853 — this text is about their experiences.

Text 1 — All the Days of My Life: An Autobiography

Robert was like a boy out on a holiday. Everything delighted him. We rode about seeing what there was to see, and among other things the Crystal Palace*; but as we had spent three weeks at the original in London in 1851, we were disappointed. However, I was greatly pleased with the dry goods stores and astonished to find dresses ready made, more so when I discovered
 5 I could slip comfortably into them, and that they looked as if they had been expressly made for me. It was always such a labor to have a dress made in England, that I laughed with delight at this sensible convenience, and bought many more than I needed. I was afraid I might never have such another opportunity.

As I call to remembrance the events of those few days in New York of 1853, I smile and sigh
 10 over our ignorance and our happiness. For instance when driving about the city one day, I saw exposed for sale what appeared to me some wonderfully large plums. I asked Robert to buy some, and he did so but when I tasted them, I was astonished and disappointed. They did not taste like plums; they did not taste nice at all. In fact they were tomatoes, and I was about to throw them away when the Irishman who was driving us asked for them, saying, "They would be
 15 fine with his supper's beefsteak." But I had really never before seen a tomato, for in the North of England they could not ripen, and I think it is only under glass they ripen in the southern counties. At this day they are plentiful in all parts of England, but they are imported from the Channel Islands and the Continent.

Such small blunders were common enough, and gave us much amusement; for seeing that I
 20 could not alter Robert's arrangements, I entered into all that interested him with that simplicity of heart, which accepts the inevitable and enjoys it. Besides, I was then only twenty-two years old, and twenty-two has hopeful eyes, and sees things on their best side. But in less than a week, we had exhausted the New York of 1853, and we went to Buffalo**. I remember our ride up the banks of the Hudson river very well, but no kind angel whispered me then, that I should, after
 25 thirty-five years had come and gone, make my home there.

I was delighted with Buffalo, especially with the picturesque beauty of its residences. A house made of wood was a wonder to me, and their balconies and piazzas***, their little towers and pinnacles, and their green outside blinds, made me long for such a home. But we only remained two days in Buffalo, and then went to Niagara****, which disappointed me at first, though the
 30 roar of its waters remained in my ears for many days. The change into Canada was remarkable.

Glossary

* the Crystal Palace — a large glass building in New York, inspired by a similar building in London

** Buffalo — a city in New York state

*** piazza — a veranda or porch

**** Niagara — a town on the US-Canada border near the Niagara Falls waterfalls

Paper 2 — Exam Text 2

Here's the second exam text for paper 2. It's from an article written in 2015 by British travel writer and journalist Annabelle Thorpe and is about her journey by train across the USA with her partner Mark.

Text 2 — From LA to New York: ten days, 2,790 miles, nine states

Kansas City, 6.45am. The mercury* is hovering somewhere around the minus seven mark; my breath freezes like a cartoon speech bubble the moment it exits my mouth. However, none of this matters; I hop delightedly from foot to foot on the icy station platform, like a cat that's been shut indoors for a week. Kansas station may not be the most picturesque place in the world but after
5 18 hours on a train it's blissful just to be able to stretch my legs without hitting my knees on a door handle or knocking over a cup of coffee.

A lot has happened since yesterday, when we left Santa Fe just after lunch. A lot and yet nothing; the dusty plains of New Mexico slowly morphed into the snowy peaks of Colorado, silent and silver-white against the dusk. When we woke, the empty wastes of Oklahoma were blurring past
10 at speed. Kansas City is just a brief stop; within a few minutes we'll be back on the train, next stop Chicago, seven hours away.

Crossing America by train seemed like a perfectly reasonable idea to my partner, Mark, and me — a few days in Los Angeles, a hop to Santa Fe, a dip into Chicago and then a final fling in New York. But "you're doing what?" was the response we got when we told anyone in the States about
15 our journey.

In America, only budget travellers take the trains — and when you consider the vast distances involved, it's not surprising. However, we wanted to see the whole country, to put cities into context; to map the west coast on to the vast wastes of the Midwest, and watch them morph into the eastern seaboard.

Amtrak** gets a bad rap in the States, but as we pulled out of Union station on the Southwest Chief***, it seemed unfairly earned. Our en suite cabin was comfortable, if a little short on glamour, and when the steward came to ask which sitting we'd prefer for dinner, I found myself wafting happily into visions of Cary Grant and Eva Marie Saint in *North by Northwest*****. The reality didn't match up — cocktails and light banter were replaced by warm red wine and a limp veggie burger,
25 but before long we'd fallen into conversation with the chic Californian sitting opposite and the man on the next table, who turned out to be an English actor who had settled in Santa Fe.

Back at our cabin, the top bunk had been lowered and I scrambled up the ladder like an overexcited child, peering out of the window to see the moon shimmering above vast, inky wastes. Next morning I woke to the sound of muffled swearing as Mark attempted to extricate himself from
30 the lower bunk. "I'm off to take some photos," he announced, leaving me to grapple with the harness I'd bolted myself into, to avoid toppling on to the floor.

Glossary

* mercury — a liquid metal used to show the temperature in some thermometers

** Amtrak — a train provider in the USA

*** Southwest Chief — a train that runs from Chicago to Los Angeles

**** *North by Northwest* — a 1959 film in which two characters meet in the dining carriage of a train

Answers

Section One — Exam Basics

Page 1: Planning Answers

1. a) lines 12-21
b) Uncle William
c) language and structure
2. Here are some things you could mention:
 - The plan is well-structured to explain a point of view.
 - Includes arguments and counter arguments.
 - All points are relevant to the question.
 - Gives examples to help illustrate points.
 - Conclusion gives an opinion on the question.
 - Conclusion clearly summarises the argument.
 - Conclusion answers the question.
3. E.g. Para 1: Pets are fun but also a huge responsibility — risk that pupils might neglect them.
Para 2: Unfair on parents, who will be forced to help students out.
Para 3: Would also strain school budgets (give statistics).
Conclusion: Should look for other ways to teach students responsibility.

Pages 2-3: P.E.E.D.

1. a) and c) should be ticked.
2. a) Example: e.g. "you can become a real-life tomb explorer"
Explanation: e.g. makes the reader feel like they can get involved with the experience.
b) Example: "explore, quest and hunt"
Explanation: e.g. makes the experience seem continuously action-filled.
3. a) Any sensible answer, e.g. "thankful".
b) Any example that is relevant to the answer in a), e.g. "My first impulse was to utter an exclamation of gratitude"
c) Answers need to explain the example in b), e.g. "The use of the word 'impulse' suggests the narrator's reaction was almost involuntary, highlighting his immediate, powerful gratitude for having arrived at his destination."
d) Answers should develop the answer in c), e.g. "This reaction suggests that the narrator had lost hope of arriving back at the island, because they are so grateful to see it again."

Pages 4-5: Writing Well

1. a) Overall, the writer in Text 1 demonstrates a more positive attitude towards breeding cats.
b) The writer in Text 2 doesn't include other people's points of view, so they're very biased.
c) The writer in Text 2 tries to convince the reader using an anecdote about cat breeding.
2. a) E.g. The metaphor "a furious battleground" suggests that the house is very chaotic.
b) E.g. The conversation between Sam and Nina tells you how the characters are feeling.
3. reinforce; Furthermore; emphasises; signifying
4. Another point of view is, Secondly, In addition to this, Conversely
5. Paragraph breaks should be inserted as below. Phrases in bold can be substituted for any other sensible linking phrase.

The extract from the biography argues that Orson Welles' career was a "magnificent failure". It points to the fact that his greatest achievement, 'Citizen Kane', was made before the age of thirty.

In contrast, the magazine article argues that Orson Welles was a wonderful director and actor throughout his career. It suggests that people like the "myth" of Orson Welles' fall from grace and ignore his later achievements.

Finally, the third text, the interview with Orson Welles, shows that he himself had conflicting feelings towards his career and achievements. The interviewer describes him as "fiercely proud" of his films, but also "insecure beneath the bravado".

Pages 6-7: Reading with Insight

1. a) The character is looking forward to something.
b) The character is feeling exhausted.
c) The character is feeling uncomfortable.
2. Words and phrases which imply the writer dislikes Hitchcock's later films could include:
 - leaden in pace and tone
 - increasingly dull
 - self-conscious style of film
 Words and phrases which imply the writer likes Hitchcock's early films could include:
 - still delight
 - wonderful humour
 - lightness of touch
 - masterpieces
 Words and phrases which imply the writer dislikes Hitchcock as a person could include:
 - gorged himself
 - substantial ego
3. Example: e.g. "cheated"
Explanation: e.g. "The writer uses this word to emphasise how they feel they've been misled by the restaurant owner, which is intended to make the restaurant owner feel guilty."
4. Answers must be backed up with relevant evidence, e.g. Bernadou is feeling angry in this passage, which is suggested by the description of his reaction to the villagers: the writer says his "eyes flashed fire" and "his breast heaved". This description of his physical reaction shows that their words have made him angry, which is reinforced by his dialogue, in which he threatens to shoot the villagers.

Pages 8-9: Spelling, Punctuation and Grammar

1. a) I jumped out of the taxi, narrowly missing a very large puddle by the kerb.
b) Keeley said she wanted a tablet, a pair of shoes and some more make-up.
c) As the boat glided past, its bright paint glinting in the sun, I was able to see the captain saluting me, his gold braid fluttering in the breeze.
2. Answers that should be ticked:
unnatural, disappear, immediately, occasional
Answers that should be corrected:
arguement — argument
neccessarily — necessarily
favorite — favourite
embarassed — embarrassed
concsious — conscious
decieved — deceived
figarative — figurative
consience — conscience
3. a) I didn't want to go; the leaden sky threatened rain.
b) Have you ever wondered what it would be like to travel in time? It'd be fantastic!

Answers

- c) You can come to my party as long as you bring an expensive present, lovingly wrapped; stay until the end, which will be 2 am; clear up any spillages; and serve the drinks.
4. a) E.g. There was no reason to have a fire drill during the exam.
b) E.g. Hannah should have eaten the sandwich before its expiry date.
5. As he stepped out of the exam hall on that Tuesday morning, Rashid breathed an enormous sigh of relief. He wouldn't need to do any more practice papers, and his days of revision and stress were finished. He could have shouted with joy. It was over, and hopefully it had been worth it. He felt the scientific equations evaporate from his mind like morning dew. As Rashid leant gently against the wall to steady himself, he was overcome by the knowledge that his life was now his. He wasn't sure exactly what it would bring, but that was part of the excitement.

Section Two — Reading: Understanding Texts

Pages 10-11: Finding Information and Ideas

1. "They were so badly sprained that it was useless to attempt to hold a brush"
2. Last weekend we found ourselves with nothing to do on a warm, sunny day, so we decided on a trip to the zoo. The entrance to the zoo was via a rusty iron gate that looked in serious need of repair. We went into the ticket office, only to discover that the floor was filthy; as we looked closer, we realised there was revolting leftover food scattered everywhere. Inside, the animals looked malnourished and miserable in their enclosures, which all seemed dull and empty, with precious little space for them to run around. All in all, a pretty depressing place.
3. Any three correct facts about the back-yard, either paraphrased or directly quoted, and from the correct part of the text.
For example:
- The yard was overlooked by a single window.
 - The yard was small.
 - There was a passage running from the yard to the street.
 - The yard was very wet.
 - The yard smelt bad.
 - The yard was like the bottom of a well.
 - A "circular glimmer of light" fell in the yard.
 - There wasn't much light in the yard.
4. Either of the following phrases:
- "Miss Aked was out, and had left a message that if a gentleman called, he was to follow her to the jetty."
 - "Obeying the directions given to him"
5. Any two of the following activities:
- mountain biking
 - sailing
 - fencing

Pages 12-13: Summarising Information and Ideas

1. a) the narrator
E.g. "I kept as far away from them as possible, not even venturing to take the faintest peep downwards."
- b) the Professor
E.g. "He ran from one to the other like a delighted schoolboy".
- c) the narrator
E.g. "At first I imagined he had lost his footing, and was falling headlong into one of the yawning gulfs."

2. Meat Eaters: Eating meat is natural for human beings and is important for human health.
Vegetarians: Eating meat is unnatural for human beings and can cause health problems.
3. Answers should use relevant quotes or examples from both texts to clearly answer the question. Here are some things you could mention:
- Both writers think that reading is good because it can entertain for long periods of time. The 20th-century writer says that they can read for "hours and hours", and the 21st-century text says that you can read for "hours on end".
 - The writers of the two texts suggests that reading is good because it is educational. The 20th-century writer says that they have learnt about "fascinating places" from books, and the 21st-century writer says that books have widened their "horizons".
4. Answers should use relevant quotes or examples from both texts to clearly answer the question. Here are some things you could mention:
- The writers both like Huntingham Castle because it is beautiful: the writer of the 20th-century diary mentions the "fine grounds and gardens", and the 21st-century review describes the gardens as "divine" and the river as "picturesque".
 - Both writers like the portrait gallery at Huntingham Castle: the writer of the 20th-century diary calls it "impressive" and the writer of the 21st-century review describes it as "incredible".

Pages 14-15: Audience and Purpose

1. a) adults b) novices
2. a) To advise b) To entertain c) To persuade
3. E.g. Word or phrase: "earn a few quid"
Explanation: Uses slang in order to relate to the reader.
Word or phrase: "find us on social media."
Explanation: Refers to something used regularly by young people to suggest that the company is modern and fun.
4. All your points should use relevant examples and terminology, and comment on the effects of the language and structure used. Here are some things you could mention:
- Repetition of the phrase "speak[ing] from the grave" three times in quick succession to make the author's point that they will be dead when the book is published clear to the reader.
 - Uses alliteration to draw the reader's attention to specific sections of text, e.g. "frankest and freest and privatest product".
 - Uses a list of three to reinforce the final sentiment of the extract in the reader's mind — "until I was dead, and unaware, and indifferent."
5. Your answer should evaluate how successful the writer is in engaging their audience. It should use relevant examples to support each point. Here are some things you could mention:
- Use of a relaxed, conversational tone and carefully selected informal language, e.g. "whipped up", to make the text easy and enjoyable to read.
 - Exaggeration throughout the text, emphasising firmly in a cleverly humorous way the writer's point about people's ridiculous behaviour at Christmas.
 - Structure is manipulated very well to emphasise that the writer does like Christmas before returning to their main argument, helping the reader relate to the writer's points.

Answers

Pages 16-17: Informative and Entertaining Texts

1. a) I b) E c) I
2. E.g. The description "I saw the raging sea" uses personification to emphasise the violent nature of the sea. The phrase "like a flying garment" uses a simile to create a vivid picture of the rain in the reader's mind. Such vivid descriptions suggest the purpose is to entertain because they try to build up an exciting picture of the scene.
3. a) Two of the following:
 - There are eight thermal pools.
 - Each pool is a different temperature.
 - The temperature of the hottest pool is 40 degrees.
- b) E.g. The writer describes the hottest pool as "immersive", helping the reader to imagine it as an intense experience.
4. Your answer should evaluate how successful the writer is in creating humour. It should use relevant examples to support each point. Here are some things you could mention:
 - The narrator comes across strongly as very panicked, with dashes creating a sense of breathlessness or excited speech. This seems silly and over the top to the reader.
 - The narrator's melodramatic reaction to his apparent diseases is very funny to the reader as it is evident that he is not actually suffering from these illnesses.
 - The structure of the extract clearly creates humour by initially focusing on one disease, then building up to and describing a long list of others, which become increasingly ridiculous as the extract progresses.
5. All your points should use relevant examples and terminology, and comment on the effects of the language and structure used. Here are some things you could mention:
 - The use of descriptive verbs such as "stormed" and "ambushed" to create a sense of action and excitement, increasing the entertainment value for the reader.
 - Use of a new paragraph to begin the description of the battle, drawing the reader's focus from a general description of the scene to the action of the battle — "Beginning at around nine o'clock in the morning".
 - Long sentences are used to convey information, for example when comparing the two armies.

Pages 18-19: Texts that Argue, Persuade or Advise

1. a) To argue b) To advise c) To persuade
- 2.

Technique	Example from text
rhetorical question	Should such beauty go unsupported?
opinion stated as fact	Flamingos are the most fascinating birds in the world. OR Their beguiling beauty is unrivalled in the animal kingdom.
expert opinion	Flamingos really are wonderful animals. OR A dedicated breeding programme would be invaluable to their endurance as a species.
direct address to the reader	you can help fund the establishment of breeding programmes

3. Example: e.g. "you could consider"
Explanation: e.g. It reassures the reader that the text is giving helpful suggestions, not authoritative commands.
4. All your points should use relevant examples and terminology, and comment on the effects of the language and structure used. Here are some things you could mention:
 - Casual style to make the reader comfortable, e.g. "Unless you've been living under a rock for the past month".

- Introductory/concluding paragraphs summarise the information to make it easier for the reader to understand.
 - Covers different pieces of advice in different paragraphs so that the information is broken down for the reader, allowing them to follow it easily.
5. Your answer should evaluate how successful the writer is in persuading the reader. It should use relevant examples to support each point. Here are some things you could mention:
 - Suggestion that the writer is an expert so that the reader is much more likely to agree with them: "I know from my time in the Territorial Army".
 - Lists all of the arguments in one paragraph, linked by words like "Firstly", "Secondly" and "Finally" to give the impression that there are lots of good arguments in the writer's favour.
 - Presents the opinion of the writer as fact ("clearly idiotic", "any sane parent would endorse") to successfully convince the reader that the writer's opinion is valid.

Pages 20-21: Writer's Viewpoint and Attitude

1. a) negative b) positive c) balanced
2. a) iii) b) iv) c) ii) d) i)
3. Answers need to use examples from both texts to summarise a similarity and a difference between their views, e.g.

The writers agree that mobile phones should be banned from lessons. Text 1 says that they are a "nightmare" for teachers, and the writer in Text 2 is "not about to suggest" they should be allowed in lessons either.

The writers disagree that mobile phones should be banned from school entirely. The first writer says it's the "best way" to prevent the disruptions, but the second writer believes there's no "harm" in them being used at lunchtimes.
4. Answers should clearly compare the different ideas or techniques in each text, using quotations to support points. Here are some things you could mention:
 - In Text 1, the writer admits that they usually dislike modern art ("usually elicit no other reaction in me than a stifled yawn"). In Text 2, the writer expresses their admiration for a new art style, using hyperbole ("They're revolutionaries").
 - Text 2 makes the restrictions of traditional art seem negative using a metaphor, "the iron shackles of 'traditional art'", whereas Text 1 makes it clear that the writer usually prefers more traditional art styles — "feelings that are generally reserved for much more traditional works."
 - Both writers are excited by the artwork that they have seen and think that it is new and interesting — Text 1 states that the artwork is "bold and thought-provoking", and Text 2 believes that the London art scene "has rarely been so exciting".
5. Answers should clearly compare the different ideas or techniques in each text, using quotations to support points. Here are some things you could mention:
 - Both of the texts express negative attitudes towards rail transport, with both writers being particularly annoyed about the "sounds" of the trains and how they affect their lives.

Answers

- Text 2 uses figurative language to convey the writer's emotions about rail transport, comparing the passing trains to a "non-stop army", which makes them seem relentless and invasive. Text 1 also uses figurative language to describe the excessive noise of the trains — "like rolling thunder".
- Text 2 is trying to persuade the audience, so it uses rhetorical devices such as repetition ("like me") and direct address ("Residents of Station Crescent!") in an attempt to engage them. Text 1 is a diary, so it doesn't contain any overtly persuasive language. It's more descriptive, e.g. "a completely awful day".

Pages 22-23: 19th-Century Fiction

1. a) 1 b) 3 c) 2
2. a) They must have been a long way off at first, and for a minute, that seemed as an age, they came no nearer. What a minute was that to me! Even now, so many years after, I can recall the anguish of it, and how I stood with ears pricked up, eyes starting, and a clammy sweat upon my face, waiting for those speakers to come. It was the anguish of the rabbit at the end of his burrow, with the ferret's eyes gleaming in the dark, and gun and hunting dog waiting at the mouth of the hole.
- b) Answers should explain how one of the underlined phrases above creates an impression of the narrator's fear. E.g. The writer describes the "clammy sweat" on their face, illustrating that they have begun to sweat from fear.
3. formal; modern; long; unusual; society; classes
4. All your points should use relevant examples and terminology, and comment on the effects of the language and structure used. Here are some things you could mention:
 - The description of Lady Audley's actions shows that she is frightened by the news, as she "started up from her chair". The use of the word "started" shows a sudden movement, emphasising her extreme nervousness.
 - The simile "like a hunted hare" suggests that she feels trapped. It portrays her as an animal being chased and Robert as the hunter, showing that she feels like she is bound to be caught.
 - The use of dialogue mixed with the inclusion of Lady Audley's thoughts shows the reader exactly how she feels about the news.
5. Your answer should evaluate how successful the writer is in showing the anxiety of the characters. It should use relevant examples to support each point. Here are some things you could mention:
 - The writer highlights Aouda's agitation clearly by describing her restless movements. The fact that she wanders "Throughout the night" illustrates that she can't sleep because she is so worried.
 - Structure powerfully emphasises the characters' anxiety — the long sentence used to describe Aouda reflects how long the night feels to her as she waits for news.
 - Different paragraphs are used to describe each character, clearly showing how they are all anxious, although in different ways.

Pages 24-25: 20th and 21st-Century Non-Fiction

1. a) Speech b) Review c) Article
2. a) autobiography b) report c) letter
3. a) E.g. It is the capital of Galicia.
b) E.g. The writer uses the metaphor "its beating heart" to express vividly the vital role that the city plays in the region.

4. Your answer should evaluate how successful the writer is in engaging the reader. It should use relevant examples to support each point. Here are some things you could mention:
 - Grabs the reader's attention right from the start with a short, stand-alone sentence: "This is the first thing I remember."
 - The use of a child's point of view point effectively engages the reader because it provides an unusual perspective.
 - The writer describes the sky using beautiful, vivid language, e.g. "like a gray veil", that strongly appeals to the reader.
5. Answers should clearly compare the different ideas or techniques in each text, using quotations to support points. Here are some things you could mention:
 - Text 2 describes how Mr Wan had a lasting impact on the writer, giving them a "lasting education". The sentiment that teachers can affect pupils long after they've left school is echoed in Text 1, where the writer describes the "massive impact" that teachers can have.
 - Both texts suggest that education isn't just about grades, with Text 1 stating that teachers should "listen to, care for and support" students. In Text 2, the narrator implies that "the priceless lesson of human decency" is the most important thing he learned during his school days.
 - Although sharing similar perspectives about some aspects of education, both texts have a different focus. Text 1 focuses on the pressure put on teachers, particularly to do with "hitting targets and saving money", whereas Text 2 focuses on the writer's memories of a specific teacher.

Section Three — Reading: Language and Structure

Pages 26-27: Tone, Style and Register

1. a) angry b) detached c) upbeat d) sentimental
2. a) "Customers are advised that we do not accept credit cards."
b) "It is essential to ensure you have the correct tools before proceeding."
c) "If you have financial complications, contact our trained advisors."
3. Evidence might include:
 - Slang is used, e.g. "cheesed off".
 - Humour is used, e.g. "River C and Swamp D".
 - Contractions are used, e.g. "It's".
4. Your answer should evaluate how successful the writer is in creating an uneasy tone. It should use relevant examples to support each point. Here are some things you could mention:
 - The idea that the character "had not known" the area was so "wild" creates an uneasy tone — the character is facing the unknown.
 - Lots of vocabulary that emphasises the passing of time, e.g. "All that day", "By nightfall". This creates a sense that the journey is arduous, and makes the reader question why the character has not yet reached his destination.
 - The "singular noises" and the "whispers in an unknown tongue" which come from the wood suggest that there could be something threatening lurking there.

Answers

5. All your points should use relevant examples and terminology, and comment on the way language and structure are used to create a particular style. Here are some things you could mention:
- Colloquial phrases like “up to your neck” and “bag loads of new skills”, which help the writer to connect with a young audience.
 - The inclusion of the sentence “There’s nothing wrong with wanting a break.” to show that the writer understands the mindset of young people.
 - The tone of excitement in the second paragraph, created by describing each activity in its own sentence and the repetition of “you could”.

Pages 28-29: Words and Phrases

- 1.
- | Adjectives | Adverbs |
|--------------|------------|
| threatening | boastfully |
| lovely | tragically |
| phenomenal | bitterly |
| contemptuous | devotedly |
2. E.g. “sneered” suggests that Angus doesn’t really want to congratulate Madge.
3. E.g. “whispered” suggests that the speaker and listener are working together, whilst “spat” suggests that the speaker doesn’t like the listener.
4. E.g. The phrase “I am sure” creates a confident tone that makes the reader more likely to agree with the author. The writer also refers to the reader as “my dear friend” to suggest familiarity, encouraging the reader to listen to the writer.
5. All your points should use relevant examples and terminology, and comment on the effects of the words and phrases used. Here are some things you could mention:
- The use of short adjectives such as “dry” and “thick” throughout the extract has a cumulative effect that contributes to the description of the character as “plain”. This helps to create an impression of a fairly ordinary-looking man.
 - Use of phrases with connotations of smallness such as “smallest possible” and “hardly” when describing Mr Dale’s whiskers suggests that the narrator has examined him closely and is presenting him accurately.
 - The violent verb “destroyed” contrasts with the positive description of the “nobility” of his face. This suggests that Mr Dale might have unpleasant character traits.
6. All your points should use relevant examples and terminology, and comment on the effects of the words and phrases used. Here are some things you could mention:
- The intensifier “so” is used in phrases like “so gentle and so white” and “so wonderful” to emphasise the narrator’s awe of the scenery.
 - Words such as “landlord” which belong to the semantic field of ownership highlight that the narrator feels that he is in control of the landscape. The repetition of “mine” emphasises this feeling of ownership.
 - The use of the tender term “my dear stream” shows that the character feels affectionate towards the landscape.

Pages 30-31: Figurative Language

1. a) M b) M c) S d) M
2. compares; images; non-fiction; persuade
3. E.g. The personification in the second text makes it seem as though the computer is mocking the narrator. This helps to convey the writer’s frustration.

4. E.g. The writer is trying to create the impression that the night sky is something precious and beautiful.
5. Your answer should evaluate how successful the writer is in influencing the reader through their use of analogy. It should use relevant examples to support each point. Here are some things you could mention:
- The first paragraph establishes the idea of the sports car as something that you would “take pride in”, which the writer can then refer back to throughout the text.
 - The similarities between the Ferrari and the human body are emphasised, using mechanical terms like “fuel” and “systems” to refer to aspects of taking care of yourself. This persuades the reader that you should take as much care of the human body as you would an expensive car.
 - The writer emphasises the differences between a sports car and a human body to support their point further — they suggest that unlike a sports car, a human body is “priceless” and that you can’t just “trade this engine in” for a new one, which persuades the reader that they should take even greater care of it.
6. All your points should use relevant examples and terminology, and comment on the effects of the figurative language used. Here are some things you could mention:
- The metaphor of the forest as a “dark sleeping sea of sombre green” vividly conveys its vastness. The idea that it is “sleeping” suggests that even though it is “dark” and “sombre”, it doesn’t pose a threat.
 - Use of a simile to describe the river helps the reader to imagine how its silvery appearance contrasts with the darkness surrounding it.
 - Simile to describe Doramin as a “man roughly fashioned of stone” creates an imposing impression which contrasts with his “delicate” wife.

Page 32: Alliteration and Onomatopoeia

1. a) onomatopoeia. E.g. Helps the reader to imagine the noise created by the students.
b) alliteration. E.g. Makes the text more memorable.
2. E.g. “Wilderness Walk” makes the name of the walk more memorable, so that readers remember to sign up for it.
3. All your points should use relevant examples and terminology, and comment on the effects of the alliteration and onomatopoeia used. Here are some things you could mention:
- Alliterative phrases such as “labyrinth of lost lanes” to emphasise how confusing the writer finds Kuala Lumpur.
 - Onomatopoeic verbs such as “whine” and “buzz” help the reader to understand the writer’s attitude to Kuala Lumpur as a loud and confusing place.
 - The alliteration of “stubbornly stagnate” mimics the writer’s experience of the way the smell of the exhaust fumes lingers in the air. The harsh ‘s’ sounds emphasise that the writer does not enjoy this aspect of Kuala Lumpur.

Page 33: Irony and Sarcasm

1. opposite; literally; context; humour; offence
2. E.g. It is obvious from Rebecca’s actions that she is speaking ironically, as she replies “with a smirk”, showing that she is amused by the conversation. By stating several positives that come from marrying someone “as rich as Mr Kingsley”, it is clear that the characters don’t really think that the situation is “dreadful”.

Answers

3. All your points should use relevant examples and terminology, and comment on the effects of the irony and sarcasm used. Here are some things you could mention:
- The use of sarcasm to insult Brendan, indicating the writer's dissatisfaction with his service e.g. "highly skilled telephone operative".
 - The writer's use of irony to express how much they dislike the call centre process. They describe spending "twenty thrilling minutes" listening to hold music — the ironic tone shows their frustration at how long they had to wait.
 - The use of irony in phrases like "slight hitch" and "lofty ambition" to add some humour to the text, which emphasises how ridiculous the writer finds the company.

Pages 34-35: Rhetoric and Bias

1. a) hyperbole b) parenthesis c) antithesis
2. E.g. "Who has not felt outraged at the injustice of the world when viewing images of child poverty?"
Technique: Rhetorical question
Effect: It makes the reader think of child poverty as outrageous.
3. Evidence might include:
 - gives the writer's opinion as fact ("By far the best hobby")
 - makes generalisations, e.g. it claims that all young people "adore" playing cribbage
4. All your points should use relevant examples and terminology, and comment on the effects of the rhetorical devices used. Here are some things you could mention:
 - Use of rhetorical questions such as "have you ever dreamt of... escaping on a luxury break?" to make the reader think about doing exactly that.
 - Repeated use of lists of three, e.g. "lions, zebra and gazelle", to persuade the reader that there are many exciting options available to them.
 - The use of hyperbole to present a persuasive impression of the luxury nature of the holidays, such as "satisfy your every desire" and "your every wish will be catered for".
5. Answers should clearly compare the different ideas or techniques in each text, using quotations to support points. Here are some things you could mention:
 - Both texts focus on one particular item that causes an issue, and make these items stand out within the texts. In Text 1, the onomatopoeia of the "whirring" draws the reader's focus to the fan, whereas in Text 2 the simile "like something from a Victorian prison cell" highlights how thin the mattress was.
 - Hyperbole is used in Text 2 to emphasise the writer's dislike of the hotel room — "hadn't been opened for about a century". The exclamations in Text 1 create a similar effect by showing the strength of the writer's feelings.
 - In Text 1, the writer uses the discourse marker "Needless to say" to imply that the reader will agree with their point of view. As Text 1 is a letter addressed to a friend, it has a very specific audience. In contrast, Text 2 doesn't try to connect with the reader at all, possibly because it is a piece of travel writing and therefore has a more general audience.

Pages 36-37: Descriptive Language

1. engaging; build; contrasting; agree
2. Descriptive adjectives: e.g. "blistering", "prickly"
Describing different senses: e.g. "smelt of scorched grass", "feel the blistering sun"
Descriptive verbs: e.g. "trudged", "shimmered"
Imagery: e.g. "I felt as if I were underwater"
3. ii) Evidence might include:
 - The use of a simile to make the noise easy to imagine.
 - The onomatopoeic description of the "buzzing" stadium, which helps the reader to imagine the excitement.
4. All your points should use relevant examples and terminology, and comment on the effects of the descriptive language used, focusing on the creation of a negative atmosphere. Here are some things you could mention:
 - The use of alliteration to describe the "dark, desolate December night" — the repetition of the 'd' mimics the sound of dripping, reflecting the weather that is described.
 - Use of sinister imagery in the similes "like a wet black shroud" and "like ghosts in a bad dream" create the impression of a nightmare.
 - The personification of the train to provide negative connotations through the description of the "angry shrieks", creating the impression that everything, including the trains, has been affected by the weather.
5. Your answer should evaluate how successful the writer is in showing the Canterville Ghost's experience of being scared by something. It should use relevant examples to support each point. Here are some things you could mention:
 - The description of the Ghost's experience is emphasised by its contrast with his initial confidence. He "chuckled to himself" when he was at ease, but after being scared he is reduced to hiding behind his hands.
 - The description of the "scarlet light" that comes from the spectre's eyes, and the fact that its mouth is a "well of fire", encourages the reader to draw a parallel between it and the devil, making the Ghost's fear seem more understandable.
 - The use of emotive adjectives such as "horrible", "monstrous" and "hideous" have a cumulative effect that conveys how shocked and scared the Ghost is. The use of these adjectives throughout the extract emphasises how long his fear lasts.

Pages 38-39: Narrative Viewpoint

1. perspective; third-person; detached; first-person; personal
2. a) third-person d) second-person
b) first-person e) first-person
c) third-person
3. Answers need to give an example from the text and explain why it's effective in the first person. E.g. The first-person narrative voice is effective in this extract because it allows an insight into the narrator's private emotions: the reader knows that they are feeling "terror" despite the fact that they are trying to smile.
4. All your points should use relevant examples and terminology, and comment on the effects of the narrative viewpoint used. Here are some things you could mention:
 - The omniscience of the narrator allows the reader access to the "boding voice" inside Castanier that makes him look up, allowing the reader to understand the fear that he experiences in real time.

Answers

- The narrative aligns itself with Castanier's perspective in the third paragraph, meaning that the reader and Castanier experience the apparition together.
 - The clear narrative bias shown through the description of the stranger who is "reeking of his native isles" makes the apparition seem ridiculous. This makes Castanier's experience seem less frightening to the reader.
5. Your answer should evaluate how successful the writer is in using narrative viewpoint to show the experience of something unexpected happening. It should use relevant examples to support each point. Here are some things you could mention:
- The use of the first person allows the reader insight into the narrator's thoughts and feelings, "My worst thoughts, then, were confirmed."
 - The limited perspective of the first-person narrator means the reader can share the narrator's ignorance — they are as unaware of the narrator's surroundings as the narrator themselves.
 - The real-time description of the narrator's actions and thoughts allows the reader to become immersed in the experience with the narrator, enabling the reader to experience the situation for themselves.

Pages 40-41: Structure — Sentence Forms

1. a) complex d) complex
b) compound e) complex
c) simple f) compound
2. b) command. E.g. Commands create an authoritative tone, so a writer might use one to convince readers to take action.
c) question. E.g. Questions make the reader think about their own response, so a writer might use one in order to get the reader on their side.
d) exclamation. E.g. Exclamations are used to convey strong emotions, so a writer might choose this to help to persuade readers that they are passionate about what they're saying.
3. All your points should use relevant examples and terminology, and comment on the effects of the sentence forms used. Here are some things you could mention:
 - Complex, paragraph-long sentences reflect the flowing movement of the sleigh across the snow.
 - Two consecutive sentences beginning with "And" create a sense that the scene is continually described, emphasising the motion of the sleigh.
 - The final sentence is much shorter than the rest of the sentences in the extract, drawing the reader's attention to the "silence" that is interrupted by the "horses' bells".
4. Your answer should evaluate how successful the writer is in engaging the reader through the use of different sentence forms. It should use relevant examples to support each point. Here are some things you could mention:
 - The use of a short sentence to begin the extract, which is dramatic and draws the reader in.
 - The very short sentences "Faster!" and "Still faster!" to increase the pace of the extract when Jane is about to win the race, which creates interest for the reader.
 - The long, complex sentence that begins "Thousands and thousands of people", which suggests that the response to Jane's triumph is overwhelming.

Pages 42-43: Structure — Fiction and Non-Fiction

1. a) iii) b) i) c) ii)
2. a) description
b) setting
c) outside, inside

3. E.g. The paragraphs separate each individual piece of advice, which makes it easier for the reader to take in and remember the information.
4. Your answer should evaluate how successful the writer is in showing the difficulties Patrasche encountered. It should use relevant examples to support each point. Here are some things you could mention:
 - Long, complex sentences reflect the length and the convoluted nature of the dog's task, such as the sentence that begins "When at last he found it, it was lost again quickly".
 - Use of repetition to emphasise Patrasche's repeated attempts to find the trail, "lost and recovered, and again lost and again recovered".
 - List of three to emphasise the hostile conditions that the dog is working against, "narrow, tortuous, gloomy".
5. All your points should use relevant examples and terminology, and comment on the effects of the structural features used. Here are some things you could mention:
 - The repeated references to the writer's "Granny", which persuade the reader by continually linking baking to family love and the "unhurried life of a retiree".
 - The use of paragraphs to separate the writer's individual points in the second and third paragraphs, making it easier for the reader to follow the writer's argument.
 - The inclusion of a counter-argument in the fourth and fifth paragraphs, which allows the writer to acknowledge and dispel any doubts the reader may have about baking.

Section Four — Writing: Creative and Non-Fiction

Pages 44-45: Writing with Purpose

1.

Informative writing	Persuasive writing
an impersonal tone technical terms	rhetorical questions emotive language
2. Answers should include three separate points and a conclusion that summarises the argument, e.g.
 - 1) Gives a sense of identity within the school community.
 - 2) Means everyone looks the same, so they won't be bullied about their fashion choices.
 - 3) Counter argument: Uniform is expensive. However, works out cheaper — don't have to buy fashionable clothes.
 Conclusion: School uniform is cheaper, and makes for a more equal school community.
3. E.g. Hiding away in the sleepy village of Lyttlewich, Howtonshire, is a true gem of English architecture that you can't afford to miss. Thousands of visitors flock to the ancient Lyttlewich Church every year to marvel at its truly stunning artwork. Isn't it about time you joined the crowd?
4. Answers need to reflect purpose and audience using suitable vocabulary and language techniques. Answers should begin and end by directly addressing the audience, and be well-organised, clear and technically accurate. Here are some techniques you could include:
 - Rhetorical questions: "Do you really care about TV more than your health and wellbeing?"
 - Lists of three: "The more sleep you get, the happier, healthier and brainier you'll be."
 - Emotive language: "It's absolutely vital that you get enough sleep: your health and happiness depend on it."

Answers

5. Answers need to reflect purpose and audience using suitable vocabulary and language techniques. Answers should begin and end by directly addressing the audience, and be well-organised, clear and technically accurate. Here are some techniques you could include:
- Facts and statistics: "Studies show that students involved in the arts are twice as likely to do well later in life."
 - Repetition: "The arts help students to grow emotionally. The arts help students to communicate better. And above all, the arts help students to express their feelings."
 - Clear point of view: "Creative subjects such as Art and Drama are incredibly important."
6. Answers need to be entertaining, using interesting language techniques to create a suitable tone and style. Writing needs to be structured and clear. These answers have been inspired by the photo on the left. Here are some techniques you could include:
- A dramatic opening: "Dwight's heart hammered as he pushed frantically against the pedals."
 - Varied sentence structures: "Wham! The cyclist slammed into him, sending them both careering across the track."
 - Descriptive words and phrases: "Dwight thrust his feet at the unforgiving ground, his pedals spiralling swiftly."

Pages 46-47: Writing for an Audience

1. b) E.g. The ear bones are some of the smallest in the body.
c) E.g. Roman soldiers used weapons to defeat their enemies.
2. a) E.g. Money can be tricky to get your head around, so why aren't schools teaching us how to deal with it?
b) E.g. Before you start making your yummy cake, ask an adult to help you get everything you'll need.
3. E.g. I wish to complain about the quality of the fruit in the supermarkets of Townton. It is simply impossible to locate an unbruised apple, no matter how attentively one searches.
4. Answers need to be entertaining. They need to use interesting language techniques to create a suitable tone and style. Writing needs to be structured and clear. These answers have been inspired by the photo of the waterfall. Here are some techniques you could include:
- An interesting opening: "They were going to crash."
 - Metaphor: "The waterfall was thunder; nothing else could be heard over its deafening roar."
 - A cliffhanger ending: "They were safe for now, but there was a darker danger lurking just over the horizon."
5. Answers need to reflect purpose and audience using suitable vocabulary and language techniques. Answers should begin and end by directly addressing the audience, and be well-organised, clear and technically accurate. Here are some techniques you could include:
- Alliteration: "Don't risk roaming the roads — stay safe on the pavement."
 - A short sentence: "You face this danger every day."
 - A memorable closing line: "Awareness of road safety can save lives — perhaps one day it will save yours."
6. Answers need to be entertaining. They need to use interesting language techniques to create a suitable tone and style. Writing needs to be structured and clear. Here are some techniques you could include:
- The five senses: "The air smelt of damp vegetation."
 - Personification: "The leaves whispered in the night."
 - A first-person narrator: "I shivered with cold as a brisk winter breeze crept into our tent."

Pages 48-50: Creative Writing

1. engage; middle; character; direct; attention; clichés
2. a) E.g. My bare feet stumbled along the leaf-littered pathway, catching on the broken branches as my eyes searched wildly for the rest of the group.
b) E.g. "Eerie", to make the forest seem scary and sinister. "Timid", to make the character seem afraid.
c) E.g. "The moon was shining as brightly as a new penny."
3. a) E.g. I took a deep breath and stepped onto the alien spaceship, ready for my next adventure.
b) E.g. The familiar sounds of the river rushing outside my window were all I needed to hear; I was finally home.
4. E.g. The gnarled branches of the towering tree soared in the wind, scattering leaves all over the sparse grass underneath.
5. a) E.g. The old car was as rusty as an abandoned railway track.
b) E.g. The street lights were tree trunks in the jungle of the city.
c) E.g. My face flushed as red as a tomato with shame.
6. Answers should include ideas for the plot and characters of a story in which one of the characters has to make a difficult decision. For example:
 - 1) Girl lost in woods — sees 'abandoned' house — goes inside
 - 2) Hears voices — two men talking about committing a crime
 - 3) Girl is scared — decides whether to run or to call the police
 - 4) Creeps out of house to get phone signal — as she is calling police, criminals hear and begin to chase her
 - 5) Begins to run — hears sirens in distance — police catch criminals
7. Answers need to be entertaining. They need to use interesting language techniques to create a suitable tone and style. Writing needs to be structured and clear. Here are some techniques you could include:
 - Personification: "The flowers in the fields blinked shyly in the moon's light."
 - An unusual character: "The town's oldest resident, Agatha Hart, was a tiny lady who wore layers of colourful, clashing clothing, which made her look at least twice her diminutive size."
 - Direct address: "Perhaps you might think that nothing exciting could ever happen in a sleepy town like Drizzleford. You'd be wrong."
8. Answers need to be entertaining. They need to use interesting language techniques to create a suitable tone and style. Writing needs to be structured and clear. Here are some techniques you could include:
 - A neat, satisfying ending: "The time had come; Jürgen returned the baby penguin to its mother, smiling wistfully at his memories of the fun they'd had."
 - The five senses: "The smell of fish was overwhelming. Jürgen fought down the urge to gag as he inhaled the aromas of the penguin enclosure."
 - Onomatopoeia: "The penguin's wings slapped excitedly."

Answers

9. Answers need to be entertaining. They need to use interesting language techniques to create a suitable tone and style. Writing needs to be structured and clear. These answers have been inspired by the photo on the right. Here are some techniques you could include:

- An intriguing opening: "She turned down the music and listened intently. Had she imagined it? Then it came again — a soft yet deliberate knocking, coming from the front door."
- Descriptive verbs: "The postman slogged and toiled up the hill, huffing as he shifted the weight of the heavy parcel in his arms."
- Personification: "The package eyed her gleefully, taunting her, calling for her to rip the tape off and peek inside."

Page 51: Travel Writing

1. place; newspapers; opinions; entertain; conversational; first
2. E.g. My first impression of the bustling town of Marlverston was that it has something for everyone, from the crumbling ruins of the medieval castle, to the thrills and spills of the children's theme park. Perched on top of beautiful white cliffs, Marlverston overlooks the stunning beaches that stretch along the coast.
3. Answers need to create an appropriate tone and style using suitable vocabulary and language techniques. Writing needs to be well-organised, clear and technically accurate. Here are some techniques you could include:
 - Interesting vocabulary: "I had been looking forward to an idyllic weekend away from the humdrum of the city, but the drizzly British weather had other ideas."
 - First-person narrative: "Finally, on Sunday morning, I awoke to see the sunlight peeking defiantly through the clouds, a sight so beautiful that it brought tears to my eyes."
 - Analogy: "Putting up a tent is as easy as riding a bike — if the bike had no wheels, dodgy brakes and handlebars made out of jelly."

Pages 52-53: Writing Articles

1. a) Purpose: to argue. Audience: pupils and teachers.
b) E.g. Is our school not an ethnically diverse community?
c) E.g. 38% of Wingwood's students are practising Christians.
2. E.g. Being rather financially stretched, I'm losing patience with these relentless requests to support endangered species.
3. b) E.g. It is of vital importance that our plastic usage is reduced — our current consumption has become unsustainable.
c) E.g. Scientists in Peru have recently discovered a living example of the maripose butterfly, which was thought to have become extinct many years ago.
4. Answers need to create an appropriate tone and style using suitable vocabulary and language techniques. Writing needs to be well-organised, clear and technically accurate. Answers should be clearly structured using features such as a headline, a strapline and subheadings. Here are some techniques you could include:
 - Hyperbole: "Classical music is humanity's greatest accomplishment; its loss would be incomprehensible."
 - Rhetorical questions: "How have we let it go this far? Other industries have adapted, why not us too?"
 - Lists of three: "How any listener can fail to be moved by Schubert's symphonies, Mahler's marches or Mozart's melodies is beyond me."

5. Answers need to create an appropriate tone and style using suitable vocabulary and language techniques. Writing needs to be well-organised, clear and technically accurate. Answers should be clearly structured using features such as a headline, a strapline and subheadings. Here are some techniques you could include:

- Direct address: "You shouldn't spend too long staring at the screen of your tablet or smartphone."
- Imperative verbs: "Start doing something active today."
- Reassuring language: "It's okay if you haven't tried a sport before — most sports clubs welcome beginners."

6. Answers need to create an appropriate tone and style using suitable vocabulary and language techniques. Writing needs to be well-organised, clear and technically accurate. Answers should be clearly structured using features such as a headline, a strapline and subheadings. Here are some techniques you could include:

- Metaphor: "For many, the towering mountain of daily tasks is enough to make them dread waking up in the mornings."
- Rhetorical questions: "Who hasn't hit the snooze button on a cold winter's morning, and snuggled back under the duvet for a few stolen extra minutes?"
- Quotes from experts: "'Making and following a morning routine can really help you to start the day in a positive way,' says top lifestyle guru Lucy Meyers."

Page 54: Writing Reports and Essays

1. a) E.g. Whilst there are conflicting opinions on the issue, it seems clear on balance that we must abolish the tuition fee.
b) E.g. The idea is completely inadvisable.
c) E.g. My conclusion is that the council should invest its funds into a new community centre.
2. Answers need to create an appropriate tone and style using suitable vocabulary and language techniques. Writing needs to be well-organised, clear and technically accurate. Here are some techniques you could include:
 - Clear, objective language: "The glottalbird is an endangered species."
 - Facts and statistics: "Recent efforts have seen a 75% increase in glottalbird sightings in the area."
 - Persuasive phrases: "As fellow members of the community, I urge you all to take responsibility in your day-to-day lives to help maintain this positive trend."
3. Answers need to create an appropriate tone and style using suitable vocabulary and language techniques. Writing needs to be well-organised, clear and technically accurate. Here are some techniques you could include:
 - Counter arguments: "It has been argued that lowering the wages of footballers will result in an exodus of talent from the Premier League."
 - Facts and statistics: "The average wage of a top-flight footballer in the United Kingdom is almost 62 times that of the working population as a whole."
 - Balanced tone: "Whilst some footballers do donate to charity, it does not appear to be a widespread practice."

Page 55: Writing for a Reference Book

1. information; easy; opinions; formal; reliable
2. a) E.g. Having gained popularity in the last years of the 20th century, mobile phones have taken on an increasingly visible role in everyday life.
b) E.g. Tigers are found in the wild in Asia, but their numbers have been steadily decreasing due to illegal poaching.

Answers

3. Answers need to create an appropriate tone and style using suitable vocabulary and language techniques. Writing needs to be well-organised, clear and technically accurate. Here are some techniques you could include:
- Statistics: "25% of admissions to veterinary practices involve pets eating unsuitable foods."
 - Formal tone: "It is important to research your pet's natural diet. Always seek advice if you are unsure about which foods your pet can safely eat."
 - Examples: "It is a common misconception that dogs can eat chocolate; in reality its consumption can prove dangerous."

Page 56: Writing Reviews

1. E.g. Introduction: Title — 'Sleeping on a Star' by Tara Sparks. Sparks' debut novel.
Outline of plot: A lonely space-obsessed teenager (Astro Woods) finds a way to fulfil his dreams and travel to Mars.
Highlights: Astro and best friend Kyla discover a way to make an old spaceship work.
Things you didn't like: The character of Astro's grandad, not very believable.
Summary: Would recommend book to young adults who enjoy adventure and travel stories.
2. a) "With a cool new sound, you're not going to be able to get their songs out of your head."
b) "I've never seen anyone play the guitar like him — his hands were flying over the strings like lightning."
c) "The lyrics were so touching and thought-provoking that they moved me to tears."
3. Answers need to create an appropriate tone and style using suitable vocabulary and language techniques. Writing needs to be well-organised, clear and technically accurate. Here are some techniques you could include:
 - First-person narrative: "I utterly adored this film."
 - Hyperbole: "This film is a true giant in its genre; in thousands of years' time, we will still be talking about it."
 - Analogy: "This film does for the romance genre what John Wayne did for the Western."

Page 57: Writing Speeches

1. a) F b) T c) T
2. b) E.g. What will we do when all the landfill sites are full?
c) E.g. We must take better care of our planet!
d) E.g. The landfill sites are heaving with decomposing food, unwanted packaging and broken appliances.
3. Answers need to create an appropriate tone and style using suitable vocabulary and language techniques. Answers should begin and end by directly addressing the audience, and be well-organised, clear and technically accurate. Here are some techniques you could include:
 - Direct address: "Restaurant owners, I'm appealing to you to ignore this madness."
 - Repetition: "And whilst pizza is high in fat, high in calories and high in carbohydrates, it's also delicious."
 - Rhetorical questions: "We all love pizza, don't we?"

Page 58: Writing Letters

1. a) End: Yours sincerely
b) Start: Dear Maria, End: E.g. Best wishes
c) Start: Dear Sir / Madam, End: Yours faithfully
2. E.g. "If year 11 students aren't provided with somewhere they can relax and study in peace, their stress levels will grow and their studying will become more difficult. Both of these things could result in a dip in grades across the board."

Answers

3. Answers need to create an appropriate tone and style using suitable vocabulary and language techniques. Answers should be clearly structured using a greeting and sign-off. Writing needs to be well-organised, clear and technically accurate. Here are some techniques you could include:
 - Formal language: "Dear Madam, I write to express my concern over the state of the nation's housing supply."
 - Anecdotal evidence: "I have witnessed dozens of young people struggle to find appropriate, affordable housing."
 - Linking phrases: "Moreover, it is important to protect the landscapes of rural areas and continue to build in the cities where the need for housing is highest."

Section Five — Sample Exams

Page 62: Paper 1, Question 1

1. 0 marks out of 1
E.g. The answer does not show whether or not the housekeeper and Berta's father have based their opinions on fact.
2. 1 mark out of 1
E.g. It shows that their opinions were not based on fact and can be found in lines 1-7.

Page 63: Paper 1, Question 2

1. 1 mark out of 2
E.g. Wearing a coat "lined with costly fur" shows that Adrian Baker has a lot of money, so 1 mark is given for this. The fact that the carriage is moving with "haste" does not show how much money he has, so this does not get a mark.
2. 2 marks out of 2
E.g. Adrian Baker is staying in "the best hotel in the place" and gives the coachman a big tip. Both of these facts show that he has a lot of money, so both points get a mark.

Page 65: Paper 1, Question 3

1. 2 marks out of 6
E.g. The answer makes some simple comment on how the use of language shows how Baker was treated. Points are backed up with references, but are only slightly explained. Some simple terminology is used ("simile"). The fact that no points are made about structure means that the answer is unable to achieve a mark in level 2.
2. 5 marks out of 6
E.g. The answer analyses a range of language and structural features in detail (e.g. the discussion of the short sentence). Points are supported by suitable, well-chosen references, but more sophisticated technical terminology could be used throughout.

Page 67: Paper 1, Question 4

1. 13 marks out of 15
E.g. The answer offers an objective critical evaluation of the text. The points are backed up with well-chosen, persuasive references (e.g. in the first paragraph), but more critical judgements are needed on how well the mysterious atmosphere is created for full marks.
2. 7 marks out of 15
E.g. Some sensible judgements are made about the text. Relevant references are explained and are used to support the point being made. To get more marks, the answer needs to evaluate the text more critically and analyse examples in greater detail.

Answers

Page 69: Paper 1, Questions 5 and 6

1. Content and organisation = 22 marks out of 24
Technical accuracy = 16 marks out of 16
Total = 38 marks out of 40
E.g. The content and organisation of the text is imaginative and engaging. The tone, style and register are clear and sophisticated, but more language techniques could be used. The technical accuracy of the text is very good — there are no errors and an excellent range of vocabulary ("immaculate", "littered") and sentence structures have been used to show the narrator's surprise about George.
2. Content and organisation = 10 marks out of 24
Technical accuracy = 5 marks out of 16
Total = 15 marks out of 40
E.g. Content and organisation could do with some improvement. The answer has clearly been written to entertain the reader and links ideas well, such as the change in the narrator's mood. However, not all language devices are effective, e.g. "But they sounded noisy and irritating" isn't particularly engaging. The technical accuracy needs improvement — a range of short and complex sentences are used for dramatic effect, e.g. "I saw red.", but there are several spelling and grammar mistakes.

Page 74: Paper 2, Question 1

1. 1 mark out of 2
E.g. The plane's wings are gold, so the first piece of information does not get a mark. The second piece of information is accurate, from the correct part of the text and about the aeroplane, so 1 mark is given for this.
2. 1 mark out of 2
E.g. The first piece of information is accurate, from the correct part of the text and about the aeroplane, so 1 mark is given for this. The second piece of information is from the wrong part of the text, so this does not get a mark.

Page 75: Paper 2, Question 2

1. 2 marks out of 2
E.g. The example is relevant and from the correct part of the text. The writer's use of language in the example is clearly explained, so both marks are given.
2. 1 mark out of 2
E.g. The example is relevant and from the correct part of the text, so 1 mark is given for this. The explanation does not discuss the writer's use of language or how the example shows Moye Stephens was a good choice of pilot, so this part of the answer does not get a mark.

Page 77: Paper 2, Question 3

1. 15 marks out of 15
E.g. The answer gives a detailed analysis of a variety of language and structural features. Relevant, well-chosen examples fully support the points being made. Sophisticated subject terminology, e.g. "semantic field", is used accurately.
2. 5 marks out of 15
E.g. The answer makes basic points about the writer's use of language and structural features. Points are backed up with suitable references, but aren't always explained. Some points don't address the effect on the reader, e.g. the list of planes. Technical terminology isn't always used accurately, e.g. the reference to "emotive language" in the first paragraph is incorrect.

Page 78: Paper 2, Question 4

1. 1 mark out of 1
E.g. The answer is correct and drawn from the right part of the text, so it gets a mark.
2. 0 marks out of 1
E.g. The answer isn't correct — the text says that cycling and walking are the "greenest methods of transport" rather than buses and trains.

Page 79: Paper 2, Question 5

1. 0 marks out of 1
E.g. The answer offers a suitable example from the correct part of the text. However, it doesn't explain how the language used shows it was difficult for the writer to avoid flying, so it does not get the mark.
2. 1 mark out of 1
E.g. The answer gives a relevant example, drawn from the correct part of the text, and explains the effect of the language used clearly, so it gets a mark.

Page 81: Paper 2, Question 6

1. 12 marks out of 15
E.g. The answer offers well-informed, clearly explained critical judgements about the text. Events and ideas in the text are analysed clearly, with appropriate, detailed references used to fully support the points being made. To get more marks, it needs to give an overview of how Mara shows how her views on flying affect others in the text.
2. 6 marks out of 15
E.g. Simple comments are offered about ideas and events in the text. The answer gives basic opinions about the text, e.g. "succeeds", but only limited judgement. Appropriate references are used to support points. In the second paragraph the reference is explained well, but in the first paragraph the examples need to be explained more clearly.

Page 83: Paper 2, Question 7a

1. 2 marks out of 6
E.g. The answer links the two texts together and points out some similarities between them. References are unbalanced and only rarely given. The final paragraph is about differences and is not worth any marks.
2. 6 marks out of 6
E.g. The answer links the two texts perceptively, conveying an in-depth understanding of the similarities between the two writers. Well-chosen references are taken equally from both texts and explained clearly.

Page 85: Paper 2, Question 7b

1. 8 marks out of 14
E.g. The answer compares the texts clearly, offering an explanation of the writers' perspectives and the techniques they use to convey their ideas. References are drawn from both texts and support the points being made. To improve, the answer needs to explain the examples in greater detail.
2. 14 marks out of 14
E.g. An in-depth analysis of the writers' ideas and perspectives is given, with detailed exploration of the language and structure used. Well-chosen, fully explained references are evenly balanced across both texts, and fully support each point being made.

Answers

Page 87: Paper 2, Questions 8 and 9

1. Content and organisation = 19 marks out of 24
Technical accuracy = 14 marks out of 16
Total = 33 marks out of 40
E.g. An effective tone, style and register are used to successfully express ideas about being environmentally friendly. Structural and grammatical features are used to organise the text, but these could be used more purposefully to shape the text as a whole. A variety of ambitious vocabulary, grammar and punctuation is used without error. A range of sentence structures are used throughout the answer, although more variation would improve the answer further.
2. Content and organisation = 12 marks out of 24
Technical accuracy = 8 marks out of 16
Total = 20 marks out of 40
E.g. The content and tone are suitable for the audience and purpose. Ideas are arranged in a logical order, with a range of grammatical and structural features used, although these could be used in a more sophisticated way. A good range of short and longer sentences are used to emphasise points. The answer attempts a variety of vocabulary, grammar and punctuation, but there are some punctuation errors, e.g. the semi-colon in the second paragraph. Sentence structures are varied and used to create effects.

Section Six — Practice Exams

Pages 88-90: Paper 1

1. "I was parched with thirst"
2. Any two correct ways, either paraphrased or directly quoted, and from the correct part of the text. For example:
 - He felt very giddy.
 - He "felt more completely intoxicated than ever".
 - The room appeared to whirl "round and round furiously".
 - The old soldier seemed to be "bobbing up and down".
 - He had to hold onto a table to keep his balance.
 - He couldn't talk properly and "stammered out".
 - He felt very unwell.
3. All your points should use relevant examples and terminology, and comment on the effects of the language and structure used. Here are some things you could mention:
 - The use of a long sentence held together by semi-colons emphasises that the narrator had to try a large variety of different things to try to get to sleep. This shows his inability to sleep easily.
 - The repetition of "now" makes it seem as though we're watching the narrator toss and turn in real time. It gives the impression that the narrator moved positions in quick succession, which conveys how unsettled he was and how difficult it was for him to get to sleep.
 - Strong verbs such as "thrust" and "shot" show that the narrator's movements were jerky and agitated, suggesting that he was unlikely to manage to go to sleep.

4. Your answer should evaluate how successful the writer is in showing how the narrator's thoughts and feelings change. It should use relevant examples to support each point. Here are some things you could mention:
 - The narrator is portrayed as feeling unwell at the beginning of the extract, but he later recovers. His initial illness is clearly shown using the simile "like the piston of a steam-engine", which gives a vivid impression of how sick and dizzy he felt. This figurative language contrasts with the simple language the narrator uses in the short sentence "I soon felt better." The writer uses this contrasting writing style in order to skilfully emphasise the change in the narrator's feelings.
 - The narrator's state of mind changes in the extract. He is initially portrayed as confused, but then he begins to think more clearly. For example, in line 10, the narrator states that he had "but two ideas left". The use of a specific, small number ("two") makes it clear that the narrator forgot almost everything, emphasising his confusion. As the extract continues, however, the writer shows that the narrator's state of mind changed and his thoughts became clearer. For example the word "risk" is repeated in line 22, which successfully draws the reader's attention to the idea that the narrator was considering his safety and thinking logically.
 - The writer directly contrasts the "foul-smelling" gambling room and the "cool air" of the apartment. The sensory adjective "foul-smelling" is used to clearly show that the narrator was uncomfortable in the gambling room, but the reference to "cool air" implies that he felt refreshed and more comfortable in the bedroom. These contrasting adjectives are presented in the same sentence, which skilfully guides the reader to understand that the narrator's feelings of discomfort have changed over time.
- 5/6. Answers to both questions need to use an appropriate tone, style and register to match the chosen purpose, form and audience. Writing needs to be well organised, clear and technically accurate, and use a range of vocabulary and sentence structures. Answers to question 6 may reference one or both pictures, but do not need to. Here are some techniques you could include:
 - Descriptive words and phrases: "The bridge of frayed ropes and rotting, moss-covered planks didn't seem all that safe, but Gary told us that it was the least dangerous option."
 - Similes: "The clouds filled the ravine like cotton wool. It was impossible to see how far down it went."
 - Use of sound: "As I nervously put one foot onto the first plank of the bridge, the loud crack that I heard was spine-chilling."

Pages 91-94: Paper 2

1. Any two correct examples, either paraphrased or directly quoted, and from the correct part of the text. For example:
 - The writer's husband "was like a boy out on a holiday".
 - The writer's husband was delighted by everything.
 - The writer was "greatly pleased" with the dry goods stores.
 - The writer was "astonished" to find ready-made dresses.
 - The writer "laughed with delight" at the convenience of being able to buy ready-made dresses.

Answers

2. Any correct text reference and explanation from the correct part of the text. E.g. The writer describes a time when she ate a tomato, thinking it was a plum. She uses the adjective "astonished" to describe her reaction to eating the tomato. This strong reaction to something as mundane as eating emphasises how unfamiliar even the most basic parts of her life in New York were.
3. All your points should use relevant examples and terminology, and comment on the effects of the language and structure used. Here are some things you could mention:
 - The use of the simile "Robert was like a boy out on a holiday" shows the childlike enthusiasm the writer's husband had for New York. This makes the place sound interesting and makes the reader want to read more about the couple's experiences there.
 - The narrative occasionally switches to the present tense, demonstrating that the writer is looking back on her experiences. This reminds the reader that the events are part of a wider narrative, which they might want to find out more about.
 - The writer uses sound to describe the Niagara Falls, by using the onomatopoeic noun "roar". This creates a vivid auditory impression of the falls that engages the reader.
4. Any one correct reaction, either paraphrased or directly quoted, and from the correct part of the text. For example:
 - They said, "you're doing what?"
 - They were shocked.
5. Any valid explanation of the writer's use of language in the example. E.g. The writer uses the simile "like a cat that's been shut indoors for a week" to describe how eager she was to leave the train.
6. Your answer should evaluate how successful the writer is in engaging the reader. It should use relevant examples to support each point. Here are some things you could mention:
 - The writer strongly emphasises the speed of her journey by listing the places that she and her partner passed through on the way to Kansas City. This clearly shows the reader the exciting variety of landscapes that they are able to see.
 - The writer contrasts the disappointing reality of dinner on the train — "warm red wine and a limp veggie burger" — with her romanticised visions of what it would be like — "cocktails and light banter". The juxtaposition of these two contrasting images is engaging for the reader because it emphasises the gap between the writer's ideas and reality and creates a sense of anticlimax around this aspect of her journey.
 - Humour is created effectively in the final paragraph, where the author describes how her partner "attempted to extricate himself from the lower bunk". The verb "extricate" suggests that her partner found it difficult and time-consuming to get out of the bed. Because this is normally a fairly easy task, his efforts seem humorous to the reader.
- 7a. Answers should use relevant quotes or examples from both texts to clearly answer the question. Here are some things you could mention:
 - Both journeys involve travelling to a variety of locations. Barr went to New York, Buffalo and Niagara, while Thorpe describes going to various places, including Los Angeles, Santa Fe, Chicago and New York. This gives an impression of how far both writers travelled.
 - Both journeys involve eating disappointing food. Barr mistook tomatoes for "wonderfully large plums" and was disappointed when she tasted them, while Thorpe ate a "limp veggie burger". For both, new food experiences were part of their journeys — whether it was trying new types of food or eating in new places (the dining carriage of a train).
 - On both journeys, the writers encountered people who have emigrated to the USA. Barr met an "Irishman" who drove her and her husband, while Thorpe spoke to an "English actor who had settled in Santa Fe". This shows the variety of people they met on their journeys.
- 7b. Answers should clearly compare the different ideas or techniques in each text, using quotations to support points. Here are some things you could mention:
 - Both texts create humour by discussing events that did not go well, showing a realistic approach to their experiences. In Text 1, the writer mistook tomatoes for plums and states that "they did not taste nice at all". In Text 2, the writer describes having "bolted" herself into a harness to avoid falling off her bunk, showing how awkward sleeping there was.
 - In Text 1, the writer narrates events many years after they occurred; she says that she made her home on the banks of the Hudson river "thirty-five years" after the events she narrates. On the other hand, the writer of Text 2 recounts events only a short time after experiencing them; she speaks about her time in Kansas City in the present tense, while looking back on her journey so far.
 - In both texts, the writers are largely positive about their experiences in the USA. Text 1 uses adjectives such as "picturesque" to describe how beautiful the writer found the places she saw in the USA. Text 2 is similarly positive, describing the "silver-white" peaks of Colorado.
8. Answers need to use an appropriate tone, style and register to match the chosen purpose, form and audience. Writing needs to be well organised, clear and technically accurate, and use a range of vocabulary and sentence structures. Here are some techniques you could include:
 - Metaphors: "Stepping out of the air-conditioned aircraft, I was struck by an insurmountable wall of heat."
 - Use of the senses: "As the bus roared noisily along the road, the pungent smell of diesel was inescapable."
 - Informative language: "The airport was once notable for its state of disrepair, but thanks to a multi-million pound refurbishment, it has been restored to its former glory."
9. Answers need to use an appropriate tone, style and register to match the chosen purpose, form and audience. Writing needs to be well organised, clear and technically accurate, and use a range of vocabulary and sentence structures. Here are some techniques you could include:
 - A formal register: "I read with great concern your recent article on the subject of train travel."
 - Rhetorical questions: "Is it not the case that the nation's train networks are already packed to capacity?"
 - Hyperbole: "There's nothing more glorious than watching the beautiful English landscape fly past the train window."

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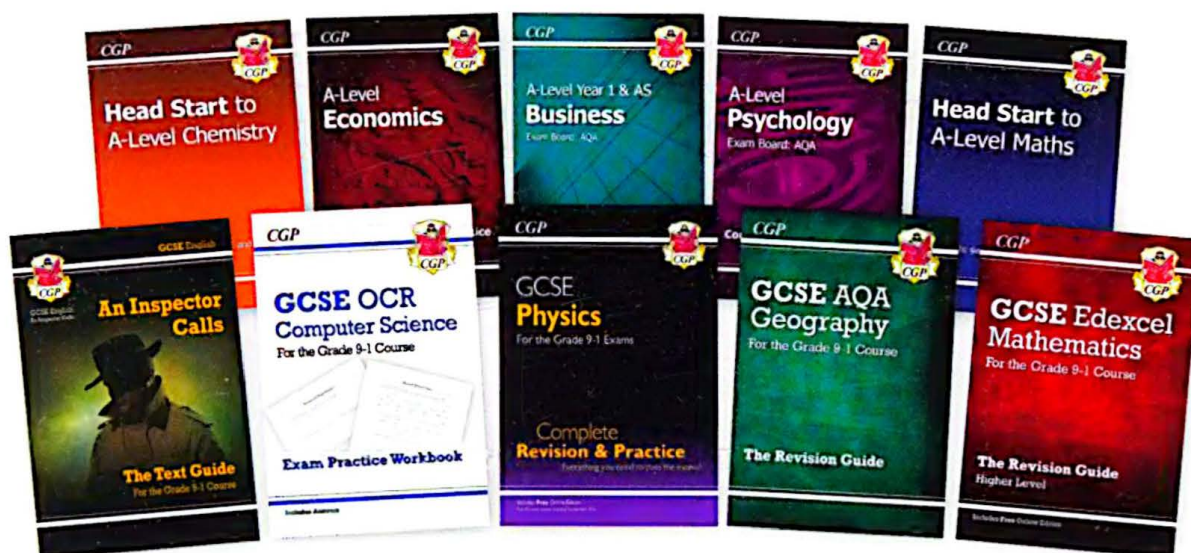
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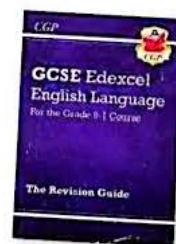
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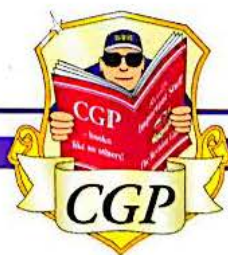


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